

LINGUISTIC FEATURES OF INSTRUCTIONAL LANGUAGE
DURING READ ALOUD LESSONS

by

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DISSERTATION ABSTRACT

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Title: Linguistic Features of Instructional Language During Read Aloud Lessons

The purpose of this study was to explore the linguistic architecture of instructional language used during first grade read aloud lessons. The participants were from the CTL Year-3 Read Aloud study. The study's random assignment created 20 teachers in the treatment group and 19 teachers in the control group. My study investigated the variability of their teacher's use of instructional language during direct instruction read aloud lessons. Specifically, I analyzed the following linguistic attributes: (a) clausal density, (b) number of different words, (c) words per minute, (d) percentage of maze words, and (e) number of abandoned utterances. Exploratory associations for these variables were compared against the Quality Classroom Instruction protocol (QCI), a measure of teaching effectiveness. The results of my study yielded null effects due study limitations. However, the explored area addressed a blind-spot within the literature and provided preliminary data, insight, and recommendations pertaining to the linguistic attributes of instructional language used by first grade teachers during read aloud lessons.

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CHAPTER I

INTRODUCTION

The path and discourse regarding our educational system significantly changed in 1966 with the publication of the Coleman Report (Coleman et al., 1966). Educational attainment for the larger population was no longer defined as just a domestic means to supply an agrarian and industrial workforce. That report was a proxy metric that outlined factors that reflected educational inequity within the United States and exposed a blind spot in President Lyndon Johnson's Great Society agenda. The Coleman Report not only outlined factors associated with educational inequity and student outcomes, but also outlined educational effects that were associated with school- and teacher-level factors. Because of this, school reform practices have become a focus for educational researchers to identify the best educational practices that impact student learning. However, school reform has also become a policy lever over the last 50 years, and continues to be center stage in many local, regional, and national debates. One of the latest bipartisan school reform policy levers was the No Child Left Behind Act (NCLB, 2002) and the recently signed Every Student Succeeds Act (2015).

The passage of NCLB required states to develop school assessment systems based upon data-driven outcomes and to link those outcomes in relation to student achievement factors. Thus, educational research continued to evolve with a focus on investigating the impact that both distal and proximal variables have on student achievement. Presently, education stakeholders make it a priority to identify the most efficacious factors that impact student educational outcomes. Researchers have identified a confluence of both distal (e.g., socioeconomic status) and proximal variables (e.g., teachers and schools) that

have different degrees of influence on student learning outcomes. Even though both distal and proximal factors influence student performance, policy makers and researchers have found that a classroom teacher is the most proximal and malleable variable that can be associated with student performance (Goldhaber & Brewer, 1997 & 2004; Konstantopoulous, 2011; Nye, Konstantopoulos, & Hedges, 2004; Rivkin, Hanushek, & Kain, 2005; Rowan, Correnti, & Miller, 2002). The inherent challenge associated with measuring the effects of teaching was that it encompasses multiple indicators nested within latent constructs and that designing large scale educational studies where participants are randomly assigned can become a research limitation (Goe, Bell, & Little, 2008; Goldhaber & Anthony, 2004, Darling-Hammond, 2000).

Educational policy shaped by initiatives like NCLB (NCLB, 2002) and *Race to the Top* (U.S. Department of Education, 2009) spotlighted teachers and how to evaluate and quantify their teaching effectiveness (Little et al., 2009; National Comprehensive Center for Teacher Quality, 2009). A consequential teacher attribute that has been documented as a factor in effective teaching is the quality and quantity of teacher-student verbal interactions and its impact on student learning (Kathard, Pillay, & Pillay, 2015; Nunan, 1991, Schleppegrell, 2001). An abundance of empirical research, specific to young childhood and early elementary school performance, posits how language exposure impacts continued language development and the long-term impact this has on academic outcomes (Hart & Resley, 1995; Hoff, 2003, 2006; Huttenlocher, 1998; Huttenlocher, Vasilyeva, Cymerman, & Levine, 2002; Huttenlocher, Waterfall, Vasilyeva, Vevea, & Hedges., 2010; Pancsofar & Vernon-Feagans, 2006; Rowe, 2008, 2012; Rowe, Raudenbush, & Goldin-Meadow, 2012; Snow, 2014; Tomasello, 1992).

Within that research, linguistic features that have been documented to impact early student learning include the vocabulary diversity, complexity of sentence structures (e.g., clausal density), verbal clarity (e.g., coherence of the verbal message), and verbal rate during the instructional exchange during teacher-student interactions (Catts, Fey, Zhang, & Tomblin, 1999; Hicks & Tharpe, 2002; Justice, Bowles, Pence Turnbull, & Skibbe, 2009; Rimm-Kaufman, Pianta, & Cox, 2000; Schleppegrell, 2001; Young et al., 2002).

Furthermore, Pianta, Hamre, & Allen (2012) noted that classrooms are complex systems of social interactions comprised by different attributes of instructional language. Denton (2015) punctuated the relevance of a teacher's use of language during early elementary school by stating, "language is one of the most powerful tools available to teachers. It permeates every aspect of teaching and learning" (p. 1). Even though Denton's research targeted early childhood educational contexts, leveraging instructional language as an influential educational tool, appeared to have an impact on student learning that required classroom teachers to be cognizant of their speaking characteristics. Based upon the amount of time a student is exposed to direct teaching instruction during their educational tenure, factors such as a student's exposure to quality instructional language during the school day should be explored, which would be an extension of the research associated with time and exposure of quality language between parent and child (Bowers & Vasilyeva, 2011; Denton, 2015; Dickinson & Porche, 2011; Huttenlocher et al., 2002; Keene & Zimmermann, 2007; Marzano, 2007; Marzano et al., 2001).

According to the Educational Commission of the States (Rowland, 2014), state instructional requirements for elementary students range between 160-180 days, which translates to 960 to 1,080 hours per year. Cameron-Faulkner, Lieven, and Tomasello

(2003) estimated the number of utterances a young child was exposed to during parent-adult interactions was approximately 700 per hour. There is inconsistency in the literature, and between disciplines, in how an utterance is defined. Some linguistics simply define an utterance as a unit of speech under study bounded by a speaker's silence (Aronoff & Rees-Miller, 2001). However, earlier researchers associated with language analysis, refer to an utterance as a Communication Unit (C-Unit; Loban, 1976). This unit is defined as having a main clause with any additional and connected dependent clauses (Loban, 1976; Miller, Andriacchi, & Nockerts, 2011).

Recognizing that interactions between teachers and students may vary greatly within an educational context (i.e., grade level and type of instruction), Gámez and Lesaux (2012) noted that students spend between 12,000 and 15,000 hours of their lives within a school setting and that teachers are reported to speak approximately two-thirds of this time. Because of this, it would be prudent to explore the quantity, quality, and variation of instructional language teacher's use within an instructional context (Rutter, Maughan, Mortimore, Ouston, & Smith, 1979).

Linguistic input by both parent and teacher has a positive impact on early development and learning in the primary grade levels (Bowers & Vasilyeva, 2011; Dickinson & Porche, 2011; Huttenlocher et al., 2002). However, regardless of grade level, and considering the variability of utterance exposure during home and educational interactions, a student is clearly required to process and comprehend a significant amount of verbal information during their educational tenure. Research found that the quantity and quality of language exposure had an impact on cognitive, language, and academic development transcending pre-school to school-age populations (Cunningham &

Stanovich, 1997; Hart & Risely, 1995; Snow, Burns, & Griffen, 1998; Storch & Whitehurst, 2002).

Even though certain features of instructional language have been explored during early grades, much of the research pertaining to instructional teacher-student interactions addressed language concepts of explanation, elaboration, restating, recasting, paraphrasing, and expansion (Marzano, 2007; Keene & Zimmermann, 2007; Marzano, Pickering, & Pollock, 2001). There continues to be a scarcity of educational research exploring the linguistic features of a teacher's instructional language beyond vocabulary diversity. An extended review of a teacher's linguistic architecture during instruction was viewed as needed research to gain a better understanding of additional factors that can impact the learning process. Frantz, Starr, and Bailey (2015) and Gámez and Lesaux (2012) hypothesized that the variability of linguistic characteristics of a teacher's instructional language can either enrich or impede the learning process for students.

Study Purpose

Thus, the purpose of this study was to explore the architecture of an elementary teacher's use of instructional language, specifically in regard to *linguistic form and use*. Research has typically aggregated linguistic form under the construct of syntactical structures (Paul & Norbury, 2012). Crowley (2012) defined *syntactical structures* or *syntax* as the “study of the organization of words into larger units (e.g., phrases and sentences and how these unit's function, and the rules that govern them” (p. 2). Syntax can be distilled into two primary structures: lexical and grammatical. *Lexical structures* are characterized by an individual's use of vocabulary and semantic elements like nouns, verbs, and adjectives, and adverbs. *Grammatical structures* include linguistic attributes such as determiners (i.e., a modifying word that determines the kind of reference a noun

or noun group has, such as *a, the, every*), quantifiers (i.e., an expression that indicates the scope of a term, such as *all* or *some*), conjunctions (i.e., a word that connects clauses, such as *and, but, if*), and auxiliaries (i.e., a verb that is used with a main verb to form different tenses, such as *be, have, do*) (Crowley, 2012). Furthermore, language use can be influenced by what is referred to as *paralinguistic features*. The paralinguistic elements of speech are characterized by prosody, intonation, pitch, and rate across syllables, words, and phrases (Paul & Norbury, 2012; Reinisch, Jesse, & McQueen, 2011). In order to explore the three latent constructs of language pertaining to content, form, and use (Paul & Norbury, 2012), four linguistic measures were identified in order to describe a teacher's linguistic architecture during verbal instruction. These linguistic indices were: (a) clausal density, (b) vocabulary diversity, (c) verbal rate, and (d) verbal clarity.

My research explored the instructional language used by first grade teachers during a read aloud lesson activity. This exploratory research mapped the instructional use of language, inclusive of both linguistic and paralinguistic features, representative of lexical, syntactical, grammatical, and nonlinguistic forms of language.

CHAPTER II

LITERATURE REVIEW

The greater purpose of this research project was to add to the body of knowledge associated with teaching pedagogy and potential measurable attributes of effective teaching. However, due to the expansive scope of the research questions associated with teacher effectiveness, and early instructional language, my review of the literature primarily focused on describing specific linguistic features associated with instructional input that can have an effect on informational processing, language comprehension, and the linguistic and cognitive demands required to navigate the demands of classroom academic instruction. The results and implications obtained from my research project provide a foundation for future research pertaining to the mapping and study of the architecture of teacher instructional language during elementary instructional activities. Even though my research project was narrow in its scope pertaining to factors associated with teacher effectiveness, the results from this study could also prompt future research to explore how linguistic features of instructional language change along the different grade levels and if there was an influence on educational outcomes.

Theoretical Framework

Because my research focused on first grade classroom teachers' instructional language and interaction with students, and that a student's development and learning can be impacted by a series of proximal and distal variables, the *Ecological Systems Theory* (Bronfenbrenner, 1977, 1989, 1994) best represented the theoretical framework for my study. The Ecological Systems Theory exemplified nested environmental and social structures that could have an aggregated impact on an individual's behavior or

performance. Bronfenbrenner (1977, 1989, 1994) theorized that a person's context and experiences have an influence on how they perceive and comprehend their world. He noted that there are five primary contexts that influenced this notion of learning: (a) microsystems, the layer where a person was the most proximal to the individual likely to be influenced by engaged behavior (e.g., teacher-student); (b) mesosystems, the layer that continued to provide an impact on development and learning, but with a reduction of direct guidance and support by a teacher-mentor; (c) exosystems, the layer that represented the environmental and cultural dimensions of the learning environment which may impact the interactions of a student (e.g., larger social systems and environmental factors); (d) macrosystems, the outer most layers of an individual's environment – this layer represents values, customs, and laws; and (e) chronosystems, the system that incorporated the element of time as it related to a child's environment.

Bronfenbrenner (1977, 1989, 1994) suggested that there is symbiotic relationship between the five systems of the ecological perspective, each laden with their own variability. Bronfenbrenner noted that personal development (e.g., cognitive and psychological development, learning new skills, and academic achievement) was based upon a dynamic intercorrelation amongst these complex systems. However, he further proposed that personal experiences and growth have a higher likelihood of emerging and developing within immediate and proximal environments, and over extended periods of time (Bronfenbrenner's, 1989, 1990). It is my position that the reciprocal interaction of Bronfenbrenner's Ecological Systems, and his view on the magnitude of the proximal process, shaped a framework for how a teacher's instructional language can impact a

student's ability to comprehend both verbal interactions and academic tasks along the K-12 continuum.

Defining Linguistic and Paralinguistic Factors

The act of having an interactive communicative exchange is comprised of a complex system that is representative of an organizational structure of both linguistic and non-linguistic factors. It is beyond the scope of this literature review to comprehensively outline the biological, neurological, psycholinguistic, linguistic, social linguistic, and paralinguistic factors that shape the constructs of language and communication (Carroll, 1938; Gleason, 2005; Paul & Norbury, 2012). Communicative language can generally be characterized by three broad constructs: (a) language content, (b) language form, and (c) language use. *Language content* is described as the lexical attributes of language, which is associated with understanding vocabulary and semantic relationships in order to make meaningful connections within a communicative exchange. *Language form* can be portrayed as the attributes of one's grammatical system (e.g., word length, syntactical complexity, and sentence structure). *Language use* is associated with how a person uses their language skills and is comprised of social pragmatic skills (e.g., topic maintenance, turn-taking, and providing clear information to the listener). An additive dimension of *language use* incorporates paralinguistic features of speech, which include prosody, stress, intonation, and rate, which can impact verbal clarity (Carroll, 1938; Paul & Norbury, 2014).

Salient linguistic and communication features noted within the literature that are considered to influence academic success for students were the exposure of diverse vocabulary, complex grammatical and syntactical models during verbal exchanges, and

paralinguistic registers in order to optimally convey meaning and understanding (Gámez, & Lesaux, 2012, 2015; Lee & VanPatten, 2003; Schleppegrell, 2001; Snow & Uccelli, 2009; Starling, Munro, Togher, & Arciuli, 2012). Due to the above salient linguistic and communication features, my project's specific focus on the linguistic attributes of a teacher's use of language during instructional activities, and the implied impact that this may have on a student's ability to comprehend academic information, the three latent constructs of language pertaining to content, form, and use will be used as an operational framework to describe the architecture of a teacher's instructional language (Paul & Norbury, 2012). The following linguistic features have served been used to describe both linguistic and paralinguistic attributes: (a) clausal density, (b) *diversity of vocabulary*, (c) *verbal clarity*, and (d) *verbal rate* (Bedore & Leonard, 1995; Bologna, Chatterjee, & Dubno, 2013; Loban, 1976; Nippold, 2014; Miller et al., 2011; Paul & Norbury, 2012; Schleppegrell, 2001; Seeman & Sims, 2015). These language features will serve as a proxy measure to describe the linguistic architecture, of a teacher's use of instructional language, during first grade read aloud lessons.

Clausal density. This is a linguistic feature and measure of grammatical and syntactic complexity based upon a speaker's utterance. The index is determined by a ratio between the total number of main and subordinate clauses to the total number of *Communication Units* (C-unit). A C-unit is a method of segmenting communication utterances that conveys an essential meaning inclusive of a clause that requires a subject and a predicate. A C-unit must have at least a main clause but may also include subordinate or dependent clauses (Hunt, 1970; Loban, 1976; Miller et al., 2011; Nippold, 2010). However, using clausal density, versus a C-unit, provides a more complete

overview of the linguistic complexity of an utterance (McNamara, Louwerse, McCarthy, & Graesser 2010; Miller et al., 2011; Ravid, Dromi, & Kotler, 2010).

In regard to the language analysis report, produced by the SALT software, the evaluation of an utterance uses the *C&I Verbal Index*. This is based upon “complete (not abandoned or interrupted, intelligible (do not contain any unintelligible segments), and verbal (which excludes utterances that do not contain at least one verbalized word, for example, gestures)” (Miller et al., 2011, p. 43).

Previous research explored whether children comprehended language more efficiently when adult language was simplified in terms of using telegraphic speech (i.e., the use of short utterances with omissions articles, auxiliaries, and bound morphemes; Fey, 2008). However, recent evidence does not support that a child’s comprehension is compromised when more complete lexical-grammatical sentence structures are used (Fey, 2008; van Kleeck et al., 2010). In fact, it has been documented that children have more difficulty learning and generalizing grammatical forms that are sparingly used during the conversational exchange (Bredin-Oja & Fey, 2014; Leonard et al., 2003). Evidence also supports that when certain types of lexical-grammatical input cannot be fully processed by a child (e.g., the use of ambiguous vocabulary and overly complex grammar structure), student comprehension can be compromised. However, when children were presented with complete phrases and sentences, representative of age appropriate and grammatically complete features, a child’s acquisition of language and learning reflected greater improvement (Bredin-Oja & Fey, 2014; Hadley, Rispoli, Fitzgerald, & Bahnsen, 2011; Leonard, Camarata, Brown, & Camarata, 2004; Rice & Wexler, 1996). Based upon this, a teacher’s use of instructional language is a proximal

factor that can impact a student's learning. However, the C-unit alone only examines one dimension of language expression. In order to capture the true variability of a teacher's use of grammar and syntax during instruction, the number of main and subordinate clauses should also be considered as a representation of linguistic complexity.

Of the few studies that explored a teacher's use of complex grammatical and syntactical structures during instructional language, the Gámez and Lesaux study (2015), primarily focused on a teacher's use of *sophisticated vocabulary* and the use of *complex syntax* to determine if this would have an impact on a student's vocabulary outcomes. However, instructional language was only analyzed at the vocabulary level and the syntactical level. *Sophisticated vocabulary* was dichotomized by rare and low frequency words and high frequency words used by teachers. Complex syntax was restricted to only counting utterances that represented multiple clauses. This metric only provided a binary analysis of a teacher's use of clauses as a measure of language complexity (Bowers, Vasilyeva, 2009; Gámez & Lesaux, 2012, 2015). This restrictive view of the architecture of teacher instructional language supports a more comprehensive linguistic analysis a teacher's use complex syntax language during classroom instruction (e.g., an analysis using subordinate index versus using a C-unit).

It has also been reported that teachers who leveraged their linguistic skills during interactions and academic lessons reflected greater student comprehension (Taylor, Pearson, Peterson, 2003; Wharton-McDonald et al., 1998). In Taylor et al.'s (2003) randomized mixed-methods research study, teachers that employed grammatically and syntactically appropriate questions that concentrated on higher-order thinking skills showed positive statistical effects on student comprehension and retention when

compared to the control group. Even though this study addressed grammatical and syntactical attributes of instructional language, a subordinate index was not assessed, and the study focused on using an instructional format that was only question-based. A more representative sample of a teacher's use of complex language should reflect the grammatical and syntactical density of a teacher's instruction during directions, questions, comments, statements, explanations, clarifications, and expansions. Due to a paucity of research exploring the linguistic complexity of teacher instructional language, a recent study did compare typical adolescent and adults use of clausal density, up to the age of 25, using both narrative and expository discourse (Nippold, Frantz-Kaspar, & Vigeland, 2017). Their findings suggest that as a person ages, their ability to produce increased syntactic complexity during discourse is reflective of their ability to share more information with more detail, due to adding subordinate clauses to an utterance. These findings were consistent with similar studies narrative and expository language samples across age ranges (Berman & Verhoeven, 2002; Nippold et al., 2005, 2007). Nippold et al. (2015) found that for a group of 40 adults and adolescents who engaged in a language sample, the mean clausal density, standard deviation and range, for adults, were reported for a conversational, narrative-based, and critical thinking task, respectively ($M = 1.68$, $SD = 0.26$, Range = 1.05 – 2.25; $M = 2.49$, $SD = 0.39$, Range = 1.84 – 3.29; $M = 2.22$, $SD = 0.38$, Range = 1.59 – 3.26). What this research begins to explore are the means and standard deviations regarding clausal density for typical adult language within the context of conversational speech, narrative-based explanations, and critical thinking tasks. However, this may not be representative of teacher instructional language due to the grade level teaching context and type of instructional lesson.

Vocabulary diversity. Diversity of vocabulary, a linguistic feature, was defined in a seminal article as the number of different words used within a total linguistic sample (Carroll, 1938). Vocabulary diversity has also been defined and differentiated from other forms of lexical measurement (e.g., lexical density) by Johansson (2008). Lexical (or vocabulary) diversity is the measure of different words used in a speech or text sample, versus other measures of lexical attributes such as *density*. Lexical density is the measure of the proportion of different lexical items used within a speech or text sample (i.e., nouns, verbs, adjectives, adverbs, etc.).

Academic language has an inherent *information load* that correlates to vocabulary diversity and density of the instructional language used by a teacher (Snow & Uccelli, 2008). The use of asymmetric linguistic architecture (i.e., inconsistent teacher lexical-grammatical output) can have an impact on how student's process and comprehend instructional language (Bedore & Leonard, 1995; Schleppegrell, 2001). The use of academic language, which is viewed as *academic English* and the *language of schooling* (Nagy & Townsend, 2012, p. 91), is representative of decontextualized, low frequency vocabulary and complex syntactical structures, that can impact how students access and understand and comprehend academic instruction (Cummins, 1981; Frantz et al., 2015; Kandel-Cisco & Padrón, 2012; Snow & Uccelli, 2008).

The diversity and difficulty of instructional vocabulary, coupled with the organizational structure (i.e., sentence length, complexity, cohesion, and fluidity) of presented information can have an impact on the cognitive load required for a student to make meaningful connections (Frantz et al., 2015). Sentence length should not be considered a proxy for syntactic complexity, but that linguistic cohesion is a central

mediating variable that can facilitate meaning and understanding (McNamara et al, 2010; Ravid et al., 2010). “Cohesion refers to the way in which the surface elements of a text, such as lexical or grammatical elements, are connected together to display continuity. Coherence refers to the way in which the continuity of sense is established and sustained” (de Beaugrande & Dressler, 1981, p. 84). It should also be noted that subject-specific instructional language might differ in the use of specialized vocabulary, use of complex sentences, and reflect a distinctive linguistic cohesion (Schleppegrell, 2001; Frantz et al., 2015). Research associated with the *Lexical Quality Hypothesis*, supports that a precursor to the positive trajectory of a child’s reading comprehension through their academic career is also influenced by a teacher’s use of instructional language. This was representative of the frequency and variety of vocabulary and use of syntactical structures during instructional interactions (Bowers & Vasilyeva, 2011; Huttenlocher et al., 2002; Perfetti & Hart, 1985, 1992, 2002, 2007). Dickinson and Porche (2011) reported that the influence of a teacher’s use of sophisticated vocabulary, as early as pre-school, significantly predicted a student’s language and literacy skills at the 4th grade level. These findings were consistent with findings for middle school students regarding the quality of classroom discourse (i.e., student-teacher interactions) and the impact this had on literacy achievement (Cazden, 1988; Gamez & Lesaux, 2015; Mercer, 1995, 2002).

Verbal clarity. Verbal clarity, a linguistic feature, can be defined by communicating a message in a coherent manner (i.e. using grammatical and syntactical clarity). To understand verbal or written information, the brain is required to manage and interconnect related pieces of information in a process referred to as local coherence and verbal clarity. Coherence is dichotomized as local (i.e., grammatical and syntactical

clarity), and global (i.e., prior knowledge; Maguire, Frith, & Morris, 1999). Verbal clarity can be compromised by the use of mazes or abandoned utterances (i.e., a series of words, initial parts of words, or unattached fragments that do not contribute meaning to the ongoing flow of language). Lack of verbal clarity often occurs due to word finding difficulties, an over reliance on non-specific vocabulary, circumlocutions, or revisions (Loban, 1976; Nippold, 2014).

Brain research conducted by Maguire and colleagues (1999), using positron emission tomography (i.e., PET Scans), revealed that listening comprehension was positively impacted when auditory stimuli was presented in a grammatically and syntactically correct manner (i.e., local coherence and verbal clarity). If the efficiency of the exchange of information were compromised, processing and learning likely would be impacted (Merritt, DeLosh, & McDaniel, 2006). How an individual process, retains, and transfers information was dependent on how the information was presented, how lessons deliberately reinforced the target learning objective, and how feedback was provided to stimulate and reinforce comprehension (Chi et al., 1989; Chi, De Leeuw, Chiu, LaVancher, 1994; Ericsson & Simon, 1998). Whether an instructional approach was direct or reciprocal in nature, assisting a student to acquire new knowledge required a teacher to monitor and use strategies of explaining, elaborating, and monitoring for understanding (Sousa, 2012).

Verbal rate. Verbal rate, a paralinguistic feature, is denoted by the speed a person speaks during a conversational exchange (De Filippo & Scott, 1978). When measuring speaking rate, a common metric used is dividing each unit of speech by the time elapsed during the communicative exchange (Baken & Orlikoff, 2000; Miller, Andriacchi, &

Nockert, 2011; Miller, Grosjean, & Lomanto, 1984). Researchers have identified that comprehension and listening effort was correlated with the cognitive resources required to process and understand information (Bologna et al., 2013; Broadbent, 1958; Downs, 1982; Hicks & Tharpe, 2002; Seeman & Sims, 2015). However, the efficient processing of language was not only associated with lexical and grammatical factors but also with auditory processing and discrimination. Researchers found that the verbal rate of a speaker's communicative exchange impacts both a listener's comprehension and language processing (Choudhury, Parascando, & Benasich, 2015; Heffner, Newman, Dilley, & Idsardi, 2015; Kail, 1994; Tallal, 1981). Even though pause time between words or utterances suggested a transition or demarcation point, allowing the speaker to formulate a cogent expression, there are established norms for rates of speech. A slow speech rate was considered using less than 110 words per minute (WMP), where conversational speech ranged between 120 and 160 WPM and fast speakers are typically noted to use a rate of speech measured above 200 WPM (Bortfeld, et al., 2001; Butterworth, 1980; Verhoeven, De Pauw, & Kloots, 2004). Due to the fluid and spontaneous nature of communicative exchanges, and paralinguistic attributes such as rate of speech, one's ability to efficiently and effectively comprehend and process verbal information can be impacted (Jaspers, 2012; Reinisch et al., 2011).

It has been noted that instructional language registers, and paralinguistic features, used by classroom teachers, can mitigate a student's efficient ability to effectively process and comprehend verbal information. Baddeley (2012) stated that immediate memory recall decay was revealed when longer and more complex information is presented, along with variations in speaking rate of complex words and sentences.

However, these results have been challenged suggesting that a suppression effect of auditory information can be impacted by temporal factors (i.e., the recency of the information provided) and the recall requirements (i.e., the level of detail and expressive format) of the previously presented information (Jones, Hughes, & Macken, 2006). Regardless, communication was noted to be a complex construct that can be influenced by both internal and external factors.

The literature suggested that the linguistic features of instructional language can impact message clarity, congruence, and cohesion. A teacher's *communication register* during instruction is reflective of their use of lexical diversity (i.e., number of different words), clausal density (i.e., syntactical and grammatical complexity), verbal clarity (i.e., connecting information in a coherent manner), and verbal rate (i.e., number of words used per minute). These factors can impact how a student processes and comprehends instructional material during an interactional exchange (Bedore & Leonard, 1995; Schleppegrell, 2001).

Teacher-Student Interactions

How a teacher spoke during an instructional exchange could yield or impede learning, which would be rooted in the deliberate use of pedagogical practices and academic supports (Pianta et al., 2012). It has also been observed that during teaching activities, student learning can be impacted by the quality of teaching demonstrations, the use of clear and explicit examples, and the amount of practice opportunities that are available during a teaching and learning experience (Nelson-Walker et al., 2013). It has been noted that learning can be distilled down to the process of acquiring, retaining, and transferring knowledge to new contexts or experiences (Lidz, 2002; Sosa, 2012).

Teachers can facilitate student understanding (i.e., making connections to prior knowledge), analyzing (i.e., dividing information into parts), evaluating (i.e., making conclusions), and creating (i.e., connecting to new ideas) through their use of instructional language (Ambrose et al., 2010; Lidz, 2002). Teachers who used instructional language as a mechanism to convey learning often employed open-ended questions, repeated or extended children's responses, and made connections to prior learning experiences. What was salient about this pedagogical approach was that there was an intentional effort by the teacher to promote learning by explicating conversational exchanges (Justice, Mashburn, Hamre, & Pianta, 2008; Pianta & Nimetz, 1991). However, it has also been outlined that there is a difference between providing students with *feedback* and providing them with *quality feedback* using intentional linguistic structures during the interactive teaching experience (Brophy & Good, 1986; Pianta, Hamre, & Allen, 2012). Quality instruction transcends providing new information and corrective feedback for learning. The linguistic attributes of instruction (i.e., clausal density, vocabulary diversity, verbal rate, and verbal clarity), becomes a vehicle to convey information to students in a comprehensible, cohesive, and clear manner.

In order to address the political and educational narrative associated with quantifying and measuring factors associated with effective teaching, a range of studies of have been conducted to identify how classroom effects differ from school effects, in regard to student achievement (Kane & Staiger, 2008; Konstantopoulos & Chung, 2011; Rivkin et al., 2005; Rockoff, 2004; Rowan et al., 2002; Sanders & Horn, 1998; White & Rowan, 2014). Most recently, the Bill and Melinda Gates Foundation sponsored one of the most comprehensive studies to identify key pedagogical factors that may account for

teacher effects, within and between classroom levels. The two-year study, between 2009-2011, was called the Measures of Effective Teaching Project (MET). To measure effective teaching, the MET undertaking triangulated three primary constructs: (a) effective teaching practices measured by existing classroom and teaching observation protocols (e.g., Classroom Assessment Scoring System, Framework for Teaching, and Protocol for Language Arts Teaching Observations); (b) student perceptions based upon survey questions pertaining to their educational experience with a specific teacher; and (c) student outcome measures of achievement within an individual teacher's classroom based upon scores obtained from state-administered assessments and formative achievement tests (Bill and Melinda Gates Foundation, 2013).

The MET classrooms, and utilized teacher and student observational protocols, attempted to capture and measure effective teaching by measuring instructional factors pertaining to teacher-student verbal interactions (e.g., questioning, communicating with students, and classroom discourse). However, the operational definitions for each of the utilized protocols did not address the lexical-grammatical characteristics rooted within a teacher's instructional language. Importantly, even though the MET project targeted specific teaching behaviors, and pedagogical approaches, factors associated with the linguistic attributes of a teacher's instructional language were not explored.

As previously noted, when language and communication is degraded during an interactional exchange, the message becomes increasingly more cognitively demanding to the listener (Baddeley, 2012; Bologna et al., 2013; Bredin-Oja & Fey, 2014; Broadbent, 1958; Chi et al., 1989; Chi et al., 1994; Choudhury et al., 2015; Downs, 1982; Ericsson & Simon, 1998; Hadley et al., 2011; Heffner et al., 2015; Hicks & Tharpe,

2002; Jaspers, 2012; Jones et al., 2006; Kail, 1994; Leonard et al., 2004; Leonard et al., 2003; Merritt et al., 2006; Reinisch, Jesse & McQueen, 2011; Rice & Wexler, 1996; Seeman & Sims, 2015; Tallal, 1981; Taylor et al., 2003; Wharton-McDonald et al., 1998). Instead of being a conduit to learning, variations in instructional language can unconsciously become a barrier for certain students to equally access the educational curriculum (Akeroyd, 2008; Seeman & Sims, 2015). During teacher-student interactions, the architecture of instructional language (i.e., the linguistic properties associated with vocabulary diversity, clausal density, verbal clarity, and verbal rate) should be explored as a quantifiable proximal factor impacting teaching effectiveness.

Summary

Since the 1960s, the United States educational system has invested substantial resources to identify factors that impact student learning. During these investigations, it has been found that teachers play a fundamental role in influencing student achievement. However, researchers have also noted that there are noted concerns regarding the validity and reliability of outcome measures used to define teacher effectiveness (Nye et al., 2004; Rivkin et al., 2005; Rowan et al., 2002).

During a student's K-12 educational career, their development and learning are embedded within an ecological framework that is influenced by both distal and proximal factors (Bronfenbrenner, 1977, 1989, 1994). Over the course of a school year, where students spend approximately 1000 hours within a school context (Rowland, 2014), the classroom teacher operates at Bronfenbrenner's microsystem level as one of the most proximal factors that can have influence over a child's learning and development

(Goldhaber & Brewer, 1997; 2004; Konstantopoulous, 2011; Nye et al., 2004; Rivkin, et al., 2005; Rowan et al., 2002).

The research associated with how teachers use and adjust their instructional language, to support a child's comprehensible input, typically addressed instructional features of language like explanation, elaboration, restating, recasting, paraphrasing, and expansion (Marzano, 2007; Keene & Zimmermann, 2007; Marzano et al., 2001), and was devoid of a comprehensive and detailed analysis of the linguistic features of instructional language used by teachers during interactions (e.g., clausal density, vocabulary diversity, verbal clarity, and verbal rate).

Because there is a paucity of research that specifically investigated multiple linguistic features of a teacher's use of instructional language, an exploration of this *blind spot* could provide additional insight into how teachers differed in their linguistic architecture during academic instruction. Identifying if teachers fluctuated their use of specific linguistic attributes, during instruction, could reflect a relationship between linguistic features of instruction and effective teaching.

Study Questions

As noted earlier and based upon the above logic, the purpose of this study was to explore the architecture of an elementary teacher's use of instructional language during a Read Aloud activity, specifically their *linguistic features*. The linguistic features of instructional language were the focus of this research project and provided a description and understanding of the diversity and quality of a teacher's use of instructional language. The linguistic features that were explored included the following: (a) clausal density, (b) diversity of vocabulary, (c) verbal clarity, and (d) verbal rate. My research

built on both theoretical and empirical research that reflected the learning of first grade children was impacted by the quality and exposure of language during verbal and instructional interactions and examined the variability that existed within the use of teacher instructional language during read aloud lessons. The implications of my study may contribute to the body of knowledge for a less than recognized factor associated with teaching pedagogy and effective teaching.

The research questions were as follows:

1. How do teachers in the University of Oregon (UO) Center on Teaching and Learning (CTL) Year 3 Read Aloud study vary in their instructional language?
2. To what extent is variance of teacher language associated with teacher quality as defined by the UO CTL Year 3 Read Aloud Study QCI, using a median-split, to separate QCI scores into low and high categories?
3. To what extent do associations of teacher language, from the UO CTL Year 3 Read Aloud Study, grouped by teacher quality, shift when controlling for random assignment to experimental and control groups?

I hypothesized that teacher instructional language, using the explored linguistic features, would descriptively suggest that teacher use of language did not represent a typical distribution. I also hypothesized that there would be significant variability regarding a teacher's use of instructional language, at a linguistic level, would be reflected within the different teacher grouping categories (i.e., low-high QCI scores and random assignment). If the results of the findings were tenable, an interaction effect between the two different groupings would then be explored to determine if there was a relationship between low and high QCI scores and the explored linguistic attributes. In

addition, significant findings pertaining to the random assignment grouping may suggest that there was a moderating effect on teacher use of instructional language at a linguistic level.

CHAPTER III

METHODS

My study used an exploratory design to assess the lexical-grammatical architecture of a teacher's use of instructional language during a Read Aloud activity. The linguistic features of instructional language were the focus of this research project and provided a description and understanding of the diversity and quality of a teacher's use of instructional language during Read Aloud instructional activities. Again, the linguistic elements that were explored included the following: (a) clausal density (b) vocabulary diversity, (c) verbal rate, and (d) verbal clarity.

The data utilized for my study came from the Year 3 data from the UO CTL Read Aloud Project. The Read Aloud study was a four-year federally funded research project aiming to demonstrate that direct instruction and dialogic interactions between teacher and students during read aloud lessons would yield a positive effect on student's ability to comprehend complex narratives and expository texts and improve performance on administered reading, listening, and comprehension-based assessments (Baker et al., 2013; Coyne, Kame'enui, & Carnine, 2011; Coyne et al., 2009). Read alouds are a teaching activity used by teachers where a planned oral reading of a book is designed to expand a student's background knowledge on a topic by explicitly teaching vocabulary, text structure, and instill reading comprehension strategies (Beck & McKeown, 2001, Fien et al., 2011; van Kleeck, Stahl, & Bauer, 2003). Direct instruction (DI) is an explicit teaching intervention approach used by teachers to address many curricular topics including listening and reading comprehension. Components of DI include: (a) explicit teaching instruction using clear, consistent, and concise language; (b) instructional

scaffolding comprised of making any needed adaptations to vocabulary, sentence complexity, and task difficulty; (c) strategic integration strategies that included comprehension structures such as compare/contrast, cause-effect, description, and problem/solution; and (d) a connection to background knowledge (Coyne et al., 2011). Researchers noted that when comparing direct instruction across other intervention approaches, it consistently produced the strongest effects in student learning (Gersten, 1998; Swanson & Hoskyn, 1998, Vaughn, Gersten, & Chard, 2000).

The purpose of the Read Aloud study was to measure student outcomes based on the impact of being provided explicit teaching strategies regarding comprehension. Teachers in the study were randomly assigned to either receive professional development training regarding explicitly teaching ways to improve comprehension using direct instruction and dialogic teaching strategies, within the context of read aloud lesson or continue to use their typical read aloud strategies (Baker et al., 2013). Teachers who obtain professional development received the following additional support: (a) teachers were encouraged to use the books they typically use during read aloud lessons, (b) both narrative and expository texts were systematically integrated throughout the lessons, (c) students were taught to listen for specific content during the lesson, (d) teachers used a set of provided prescriptive lesson plans lessons designed to ensure instructional consistency and continuity, (e) dialogic interactions were embedded into the read aloud activity to encourage interactions between the teacher and student when answering questions and summarizing story details in order to facilitate a build a “better mental representation of text and monitor comprehension” (p. 339). The read aloud intervention occurred over a 19-week period. There were six to seven lessons that were taught within

each 2-week section. Each teaching lesson lasted for approximately 30 minutes. The intervention and comparison teachers were both asked to complete a read aloud lesson for at least 8 days within each 2-week period (Baker et al., 2013).

Data for the current study come from the third-year replication trial of the four-year Read Aloud study. Lexical grammatical features of teacher language use were not a focus of professional development or of the Read Aloud study in this or any other year. CTL shared audio recording of teachers engaged in read aloud activities with their students and a dataset that included a measure of general reading instructional quality that was not aligned to the treatment practices.

Sample

Participants in the third year of the Read Aloud study included 39 first grade classrooms from 12 schools located in the Mid-Atlantic region. Classrooms were randomly assigned to the read aloud treatment group ($n = 20$) or the control condition. The 20 teachers in the treatment group implemented the above described read aloud intervention. Teachers in the control condition engaged in read aloud activities using their own typical instructional practices ($n = 19$). The teacher demographics reported within the Read Aloud study, where all white females, except for one male teacher, that were all similar in age, educational levels, and years of teaching experience (Baker et al., 2013).

Measures

For my study, four observed lexical-grammatical linguistic characteristics of a teacher's use of instructional language were used as outcome variables: (a) clausal density (i.e., grammatical and syntactical complexity), (b) vocabulary diversity (i.e.,

number of different word), (c) verbal rate (i.e., number of words per minute), and (d) verbal clarity (i.e., use of mazes *and* abandoned utterances).

Clausal density. Grammar and syntactical complexity were determined by calculating the *clausal density* of an utterance by summing all main and subordinate clauses in a sample and dividing by the number of C-units produced (Hunt, 1970; Loban, 1976; Nippold, 2010; 2014). This represents the ratio of the total number of main and subordinate clauses to the number of total utterances. A main clause has one verb (the “main” verb) and can stand by itself as a complete sentence. For example, *the boy ran to the store*. The main clause is often called the independent clause. When sentences contain two or more main clauses conjoined by a conjunction (e.g., and, but, so), these clauses are referred to as *coordinate clauses*. For example, *the students finished their lesson early, so they were allowed to go to recess*. A subordinate clause adds additional meaning and clarity to the main clause. There are three primary subordinate clauses: adverbial, relative, and nominal. A subordinate clause was dependent upon a main clause to make grammatical sense. The linguistic analysis software used for this study (i.e., Systematic Analysis of Language Transcripts or SALT; SALT, 2016), clausal density was reported in their Standard Measures Report as the *Subordinate Index* (SI). In the example reports noted in the appendices, the subordinate index is synonymous with clausal density (CD). The SALT software calculated clausal density (i.e., SI) using the following formula (Miller, Andriacchi, & Nockerts, 2015; 2011, p. 262):

$$CD = \frac{\text{Total number of clauses}}{\text{Total number of utterances}}$$

It should be noted that when computing clausal density, utterances that are incomplete, unintelligible, or nonverbal are excluded from the analysis (Miller et al., 2011). Appendix

A provides exemplars of the different types of main and subordinate clauses that were counted within the measure of clausal density (Miller et al., 2011; Nippold, 2010).

Vocabulary diversity. Semantic performance was measured by determining the number of different words (NDW) of a teacher’s verbal exchange with a student, independent of the book text during the read aloud activity. NDW was a semantic measure that captured the number of different unique free morphemes, or the root of a word, used within an utterance (Miller et al., 2015, 2011). For example, the word “play,” “play/ed,” and “play/ing” would be treated as one root word counted three times versus being three different words. Even though there are alternative ways to capture vocabulary diversity (e.g., Type-Token Ratio, Moving Average Type-Token Ratio, and vocd software), each with limitations, NDW has been noted and used as a valid and reliable measure of vocabulary diversity within the literature (Hewitt, Scheffner Hammer, Yont, Tomblin, 2005; Miller et al., 2015; Miller, 1991). The SALT software calculated NDW using the following formula (Miller et al., 2015, p. 376; 2011):

$$NDW = \frac{\text{Number of different words}}{\text{Number of total words}}$$

Verbal rate. Because a person’s rate of speech may not impact the overall communicative message, it has been documented that there are norms for slow, average and fast rates of speech. It has also been noted that the paralinguistic attribute of rate of speech can impact a person’s ability to process and comprehend information (Choudhury et al., 2015; Heffner et al., 2015; Kail, 1994; Tallal, 1981). Verbal rate was calculated by dividing the number of words used per minute (WPM) during elapsed time. The SALT software calculated WPM using the following formula (Miller et al., 2015, p. 78 & 100):

$$\text{WPM} = \frac{\text{Number of total words}}{\text{Total elapsed time of teacher verbal instruction}}$$

It should be noted that WPM was only computed during teacher instruction and not during the act of reading the book of instruction (i.e., teacher questions, comments, statements, or directions during the Read Aloud lesson).

Verbal clarity. Verbal clarity construct was comprised of two separate constructs: Percentage of mazes used to the total words used within the teaching sample and total number of abandoned utterances used within the teaching sample. A maze has been defined as a false start, part or whole word repetition, revision, and filled pauses. An abandoned utterance has been defined as a kind of maze where the unattached fragment within the utterance results in the restart at the beginning of an utterance (Miller et al., 2015). The use of mazes and abandoned utterances are typically the result of word finding difficulties, an over reliance on non-specific vocabulary, circumlocutions, or the use of revisions. As these features increase within a verbal exchange, verbal clarity and fluidity of a verbal utterance can be compromised, impacting the overall communicative message (Loban, 1976; Nippold, 2014).

The SALT software calculates Mazes (i.e., Percentage of Maze Words; PMzW) as a percentage of the total number of revisions, repetitions, and filled pauses, divided by the total number of words used within a sample. The SALT software calculated PMzW using the following formula (Miller et al., 2015, p. 376):

$$\text{PMzW} = \frac{\text{Number of maze words}}{\text{Total number of words}}$$

Abandoned utterances (ie., AbU) were reported as specific integer counts nested within the total number of utterances within a sample. It should also be noted that only

intelligible utterances were used as the denominator for this proportion. The SALT software calculated AbU using the following formula (Miller et al., 2015, p. 98):

$$\text{AbU} = \frac{\text{Number of abandoned utterances}}{\text{Total number of utterances}}$$

Creating a composite variable for verbal clarity, using these two indices, was considered for statistical parsimony. However, since mazes and abandoned utterances are dependent upon different numerical indices and denominators, combining the factors was not an option. In addition, the literature notes that abandoned utterances carry a higher weighting, compared to mazes, in terms of compromising verbal clarity (Miller et al., 2011). However, the literature does not provide guidance in terms of the weighting difference for empirical quantification (Fiestas, Bedore, Pena, & Nagy, 2005; Hartsuiker, Catchpole, de Jong, & Pickering, 2008; Ilse, Diependaele, Hartsuiker, & Pickering, 2012; Miller et al., 2015). Because of this, and for final analysis purposes, the conceptual construct of verbal clarity will be defined by separately analyzing mazes *and* abandoned utterances.

Instructional quality measure. During the UO CTL Read Aloud study, a teacher's instructional quality was measured using the *Quality of Classroom Instruction* (QCI; see Appendix B). The QCI's primary purpose was to capture and measure the quality of classroom reading instruction in both treatment and control classrooms by reviewing three primary domains: learning environment, classroom management, and delivery of instruction (Doabler & Nelson-Walker, 2009). The QCI was used as my independent variable, which allowed for the comparison between instructional quality and the linguistic features of a teacher's instructional language. The CTL study design provided a unique opportunity to explore the potential associations between identified

teaching effectiveness and the linguistic attributes of instructional language during read aloud lessons. Because of this, the QCI was used as a categorical variable, and dichotomized by two types of grouping variables: (a) random assignment and (b) median-split between the lowest and highest QCI scores. Using the median-split as a dichotomized variable allowed me to explore any potential associations or main effects and interactions that professional development may have on a teacher's instructional language, at a linguistic level, based upon their placement in the low QCI score category or the high QCI score category using the median-split.

Baker et al. (2013) reported that the QCI teaching effectiveness score was based upon an average score from three instructional observation intervals (i.e. before, during, and after lesson observations). The *before* teacher rating was based upon discussing the type of book being used (e.g., narrative or expository), the purpose for the reading activity, and an emphasis on central vocabulary words noted within the text. The *during* teacher rating focused on story grammar elements (e.g., story characters, setting, problem, solution sequence, and conclusion), an attention to pictures and diagrams, a use of questioning strategies to engage dialogic interactions, and a focus on comprehension monitoring by targeting inferencing and summarization. The *after* teacher rating focused on practicing summarizing, retelling, and vocabulary review of the targeted read aloud lesson.

For this study, only the construct of delivery of instruction was used. Delivery of instruction was characterized by four exogenous variables: (a) clear and constructive delivery of instruction, (b) checks for student understanding, (c) use of instructional adjustments, and (d) teaching proficiency. For each of these variables, attributes were

further classified. The variable for clear and constructive delivery of instruction is characterized by: (a) teacher demonstrations, (b) pacing, (c) consistent language, and (d) minimize student confusion. For checks for student understanding, the attributes are: (a) timely checks with students, (b) active monitoring of understanding, (c) individual and group response opportunities. When monitoring instructional adjustments, the following are considered: (a) student response time, (b) accommodations of student learning needs, and (c) allow for independent learning. In order to promote teaching for proficiency, the instructor would: (a) use teaching examples, (b) anticipate and/or avoid student misconceptions, and (c) use appropriate instructional interactions. Importantly, the QCI did not explore specific linguistic characteristics associated with constructive delivery of instruction.

Data collectors used a 0-to-2 rating scale for behavior management and quality of instruction (i.e., 0 = not done; 1 = done; 2 = done well). In addition, data collectors provided an estimate of student engagement, and a rating of items related to the implementation of high quality read aloud lessons. A minimum of two observations per classroom were conducted using audio recordings teachers made of their own read aloud instruction at given intervals. For each observation, the scores were averaged across the before, during, and after reading lesson parameters for the year and then divided by the maximum possible score resulting in a proportion. Interrater reliability was above .84 (Baker, Santoro, Biancarosa, & Baker, 2015).

Data Collection Procedures

To meet the research requirements for the University of Oregon (UO) Institutional Review Board (IRB), an application packet was submitted for permission to access the

Year 3 UO CTL Read Aloud dataset. As part of this process, a formal research plan was submitted to the UO IRB department, the Collaborative IRB Training Initiative (CITI), pertaining to research ethics was completed, and any other documents required by IRB were submitted. Because this research project utilized extant data from the Year 3 UO CTL Read Aloud project, only de-identifiable data (i.e., lesson audio files and teacher QCI scores) were shared by UO CTL. For the current study, audio files were transcribed and coded as described in the next two sections.

Transcription and coding procedures. A formal language sample analysis (LSA), using the Systematic Analysis of Language Transcripts, version 16 (SALT 16; Miller & Iglesias, 2015), was conducted to document the lexical-grammatical architecture of teacher instructional language from the de-identifiable audio samples provided from UO CTL. Researchers have used LSA for over 90 years as the gold standard for evaluating language (Bloom & Lahey, 1978; Brown, 1973; Donaldson, 1986; Hart & Risley, 1995; Miller, 1982; Miller et al., 2011; Nelson, 1973; Piaget, 1926; Slobin, 1985; Weir, 1962). The LSA process was designed to evaluate the naturalistic use of language in real-life contexts. The process specifically provides descriptive and measurable attributes of language features, variations between linguistic attributes, and notable change between measured groups (Miller, Andriacchi, & Nockerts, 2016).

SALT 16 is a computerized program designed to measure a sample of the oral language attributes of any speaker (Miller et al., 2011). Once oral language samples are transcribed and coded, a report was generated outlining an analytical report (i.e., Standard Measures Report). It should be noted that to obtain a detailed linguistic analysis, SALT required the use of a specific coding convention and syntax system that allowed for a

report that disaggregated specific linguistic features from an orthographically transcribed audio sample. The report generated measured results (i.e., totals, percentages, means, standard deviations, and ratios) for each of the outcome variables targeted for this study: vocabulary diversity, clausal density, verbal clarity, and verbal rate.

The SALT Corporation transcribed each audio sample into a computer text file using the SALT coding conventions in order to generate an automated analysis (Miller & Iglesias, 2015). SALT transcriptionists have all been professionally trained and certified in transcription and have passed an online training program addressing privacy, confidentiality, and ethics associated with protecting human subject research participants. This online training was completed through the National Institutes of Health (NIH). See Appendix C, D, and E for SALT coding conventions, all SALT transcriptions from teacher participants, and all SALT Standard Measure Reports for each transcription, respectively.

Inter-observer agreement (IOA). Percent of agreement (PA) between raters was used as an index of IOA. Even though there are different ways to measure inter-rater reliability, this study required that the reliability for the transcribed samples be at a high threshold due to accurate analysis dependent upon exact word-for-word transcription, and the exact use of SALT coding conventions by the transcriptionists. Using percent of agreement was determined appropriate due to calculated values required to be exact or determined to be a “zero or one” (McHugh, 2012, p. 3). For example, when comparing the identified transcripts for inter-observer agreement, a violation to remove an utterance from the agreement count (or a zero) was reflective of any difference between the two compared transcripts. For example, an infraction could consist of one missing word, one

omitted comma, or a SALT convention that did not match. The percent of agreement was determined by the following formula (McHugh, 2012):

$$PA = \frac{N_a}{N_a + N_d} * 100$$

Where N_a = the number of utterance agreements in terms of exact words, punctuation, and coding conventions, and N_d = the number of disagreements (i.e., any deviation within a transcribed utterance in terms of exact words, punctuation, and coding conventions). The proportion is then multiplied by 100 to obtain a percent agreement. In order to mitigate an inflation or deflation in percentage of agreement due to error, two graduate students, who have been trained in reviewing SALT transcriptions, were recruited to conduct word-for-word and coding comparisons between the seven randomly sampled teacher instructional transcripts that were transcribed and coded between the two professionally SALT trained transcribers. If there was a discrepancy between the graduate students in terms of exact word counts or coding convention counts, I reviewed those discrepancies and determined if there were actual deviations between the two transcripts. If there were any noted differences in words, punctuation, or coding conventions, the entire utterance was considered an error. For all seven teacher language samples that were transcribed and coded by two professional independent SALT transcribers, the percentage of agreement, for the reliability sample, ranged between 93% - 98% accuracy, which met the criteria of agreement of 80% accuracy or higher. See Table 1 reflecting the range of inter-rater agreement between the two independent transcribers and the total percentage of agreement.

Table 1

Inter-Rater Agreement for 20% of the Transcribed Teacher Read Aloud Teaching Samples between Transcriber A and Transcriber B Using Word-for Word and Exact Convention Code Comparisons per Utterance

File	Transcriber A	Transcriber B	% of Exact Agreement
FB_6052	135	125	93%
FB_5461	147	139	95%
FB_5383	149	142	95%
FB_5293	142	139	98%
FB_6179	139	131	95%
FB_5776	133	131	98%
FB_5167	149	144	97%

Note. Transcriber A and transcriber B values are counts of all words, grammatical conventions (e.g., commas and apostrophes), and SALT coding conventions.

Teacher language sample length. Due to a paucity of research associated with the analysis of the lexical-grammatical structures of a teacher's instructional language, there is not a standard agreement regarding the length of a language sample of a teacher's instructional language, in order to yield statistically meaningful results. However, there is research pertaining to the recommended number of utterances that should be used for language analysis. Seminal research suggested that utterance length ranging from 50-100 utterances would yield valid and reliable results associated with describing semantic and syntactic skills (Nippold et al., 2017; Gamez & Lesaux, 2015; Cole, Mills, & Dale, 1989; Lee, 1974; Miller, 1981; Templin, 1957). However, Gavin and Giles (1996) found that a 175-word utterance sample produced a stability coefficient of $>.90$.

Even with putative nature regarding language sample analysis length, discontinuity continues to exist within the language analysis research pertaining to a standard length for a language sample (Heilmann, Nockerts, & Miller, 2010). This may be due to diverse contexts that a language sample was obtained within the literature. Much of the published research that has established utterance length of language samples is associated with language samples from children during both structured and unstructured language samples with conversational narratives, expository retells, and oral descriptions of picture cards being used. Regardless, the general consensus within the literature is consistent with this project's purpose to capture teacher verbal instruction by transcribing and analyzing 100-utterances of a teacher instructional language, during read aloud lessons (Bishop and Adams, 1990; Gámez, & Lesaux, 2012); Miller and Chapman, 1981; Miller et al., 2011).

It should be noted that SALT transcriptionists captured all utterances within the obtained teacher read aloud lessons. Utterances ranged from 81- 209 (see Table 5). Research has noted that language sample analysis, between 50 and 175 utterances, do not significantly differ in terms of analysis outcomes and stability, especially when it pertains to typical adult language (Gamez and Lesaux; 2015; Gavin and Giles; 1996; Heilmann et al., 2010; Nippold et al., 2017). Because of this, and in order to capture and analyze the most representative sample of the targeted teacher's instructional language during a read aloud lesson, all utterances during the read aloud activity were used in the analysis, irrespective if they were above or below the intended target of 100 utterances. In addition, only teacher utterances were transcribed, and student responses were omitted from the transcription and analysis process.

Analysis

The analyses used to address the research questions in my study are descriptive and correlational. Data from the transcribed audio samples, (i.e., clausal density, vocabulary diversity, verbal clarity, and verbal rate), along with the CTL Year 3 Read Aloud Teacher QCI scores, were imported into SPSS 25 (IBM Corp, 2017). Descriptive statistical analysis was used to answer the first research question and as an initial check of the statistical assumptions for a MANOVA.

To answer the second and third research questions, a two-way between-subject multivariate analysis of variance (MANOVA) was used with the five lexical-grammatical indices (i.e., clausal density, vocabulary diversity, verbal rate, and verbal clarity, which was represented by percentage of mazes, number of abandoned utterances) as multivariate continuous dependent variables. Teacher instructional quality (i.e., above average and below average) served as a categorical independent variable, and teacher assignment status (i.e., treatment and control) also served as a categorical independent variable.

If the null hypothesis for the interaction or one of the main effects is rejected, then a discriminant descriptive analysis (DDA) will be used as a post hoc procedure (Fish, 1988; Stevens, 2009). Should MANOVA prove unsuitable given the small sample size, violations of assumptions, univariate analysis of variance (ANOVA) for each of the five indices will be conducted with a Bonferroni correction of alpha to control for family-wise Type I error, meaning that the null hypothesis is rejected only when $p < .01$.

CHAPTER IV

RESULTS

The purpose of this study was to explore the linguistic features of a teacher's instructional language during a Read Aloud activity. The explored linguistic features included: (a) clausal density (CD), (b) vocabulary diversity (i.e., number of different words – NDW), (c) verbal rate (words per minutes), and (d) verbal clarity (i.e., percentage of mazes and number of abandoned utterances). As was previously noted, the linguistic construct for VC was comprised of two variables: Percentage of maze words by total words (PMzW) and number of abandoned utterances within total utterances (AbU). The instructional language of 37 teachers, were analyzed in terms of their linguistic features, using the captured and transcribed teacher read aloud utterance sampling. In addition, an association was explored between the teachers who were in the experimental versus control group, for the UO CTL Read Aloud study, and their scores on the Quality of Classroom Instruction (QCI) protocol.

Missing Data

From the experimental group, there was a single case, out of 18, where the QCI score was missing. This missing case represented 5.5% of the data. Due to all other data being available for analysis, and due to the missing data representing more than 5% of the data, omitting the case was rejected (Cheema, 2014). To address the missing data, it was first determined if QCI scores between the experimental and control groups were different in terms of statistical significance. An independent *t*-test was used compare scores on the same variable but from two different groups (see Table 2). The result of the independent samples *t*-test was significant, $t(34) = -5.00, p < .001$, indicating the null

hypothesis can be rejected. This suggested that the means between the experimental and control QCI scores were significantly different (Control $M = 0.42$; Experimental $M = .67$).

Table 2

Independent Samples t-test to Determine Any Difference Between QCI Control and QCI Experimental Scores

Variable	Control (0)			Experimental (1)			<i>t</i> -test Results		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (34)	<i>p</i>	<i>d</i>
QCI	19	0.42	0.15	17	0.67	0.16	-5.00	< .00	1.66

Note. Degrees of freedom for the *t*-statistic = 34; *d* = Cohen's *d*.

Because there was a significant difference between the two groups, and to retain the record with missing QCI, group-mean imputation was used to replace the single missing QCI value for the experimental group. That is, the missing value was replaced with the mean of the experimental group (0.67).

Variability in Linguistic Features

To review the variability of the linguistic features of teacher instructional language, a descriptive analysis was undertaken, reflecting the data dispersion within proportional intervals and calculation of means, standard deviations, skew, and kurtosis (see Table 3 and Table 4). In addition, Figures 1-10 visually illustrates the dispersion of variability with histograms and bivariate scatterplots (Howell, 2010). Using the Three Sigma Rule (also known as the 68, 95, 99.7 Rule), Table 3 reflects the proportion of each linguistic variable's dispersion within each standard deviation (Pukelsheim, 1994).

Table 3

Proportion of Variable Dispersion within Each Standard Deviation using the Three Sigma Rule

Variable	<i>M</i>	1st <i>SD</i>	2nd <i>SD</i>	3rd <i>SD</i>
CD	1.38	0.68	0.92	1.00
NDW	193.41	0.59	0.97	1.00
WPM	148.97	0.73	0.95	1.00
PMzW	0.03	0.84	0.95	1.00
AbU	1.78	0.73	0.92	0.97

Note. CD = Clausal density; NDW = Number of different words; WPM = Words per minute; PMzW = Percentage of maze words to total words; AbU = Total abandoned utterances.

Table 4 provides an overview of the descriptive statistics of the linguistic attributes of teacher instructional language from read aloud lessons. For the linguistic variables classified as CD and PMzW, the mean and median scores were both equal. This suggests that the distributions for these variables were symmetrical (Howell, 2010). However, for NDW, and WPM, the median score was higher than the mean score ($M = 193.41$; $Mdn = 196.00$ and $M = 148.97$; $Mdn = 149.63$, respectively). This suggested that a negative skew was present in the distribution for these two variables. Conversely, for the variable classified as AbU, the mean score is greater than the median ($M = 1.78$; $Mdn = 1.00$). This suggested that a positive skew was present. Due to the constraints of a

smaller sample size ($n = 37$), descriptive statistics associated with range, mean, standard deviation, skew and kurtosis are sensitive dispersion shifts (Howell, 2010). Additionally, Table 5 reflects descriptive linguistic measures from the SALT Standard Measures Report.

Table 4
Descriptive Statistics for the Linguistic Features ($n = 37$)

Variable	<i>M</i>	Min	<i>Mdn</i>	Max	<i>SD</i>	<i>SE_m</i>	Skew	Kurt
CD	1.38	1.09	1.38	1.60	0.13	0.02	- 0.22	- 0.53
NDW	193.41	143.00	196.00	265.00	26.40	4.34	0.35	- 0.04
WPM	148.97	113.00	149.63	195.00	17.05	2.80	0.10	0.00
PMzW	0.03	0.00	.03	.09	0.02	0.00	0.92	0.70
AbU	1.78	0.00	1.00	7.00	1.57	0.26	1.38	2.01

Note. CD = Clausal density; NDW = Number of different words; WPM = Words per minute; PMzW = Percentage of maze words to total words; AbU = Total abandoned utterances; *M* = Mean; Min = Minimum value, *Mdn* = Median; Max = Maximum value; *SD* = Standard deviation; *SE_m* = Standard error of measure; Skew = Skewness; and Kurt = Kurtosis.

With histograms, Figures 1 through 5 also provide a visual display of the distributions of the targeted linguistic variables. Figures 6-10, denote bivariate scatterplots that exhibit the shape and concentration of data in terms of form (i.e., is the association linear or non-linear), direction (i.e., is the association positive or negative) and strength (i.e., does the association between the bivariate variables appear to be strong, moderately strong, or weak; Howell, 2010). Thus, my visual analysis indicated that the scatterplots do not appear to reflect strong linear associations, clear positive or negative directionality, or strong bivariate associations.

Table 5

Additional Descriptive Linguistic Attributes from the SALT Standard Measures Report (n = 37)

Linguistic Attributes	<i>M</i>	Min	<i>Mdn</i>	Max	<i>SD</i>
Number of utterances	107.30	81.00	104.00	209.00	19.62
C&I verbal index	101.95	61.00	100.00	199.00	19.41
Total words including mazes	626.00	462.00	585.00	1077.00	124.75
Percentage of intelligible utterances	.97	.72	.98	1.00	0.05
Percentage of intelligible words	.99	.96	1.00	1.00	0.01
Type-token ratio	.34	.26	.34	.42	0.04

Note. C&I verbal index represents the number of utterances that are complete and intelligible. Percentages are given as a proportion. *M* = Mean; Min = Minimum value; *Mdn* = Median; Max = Maximum value; *SD* = Standard deviation.

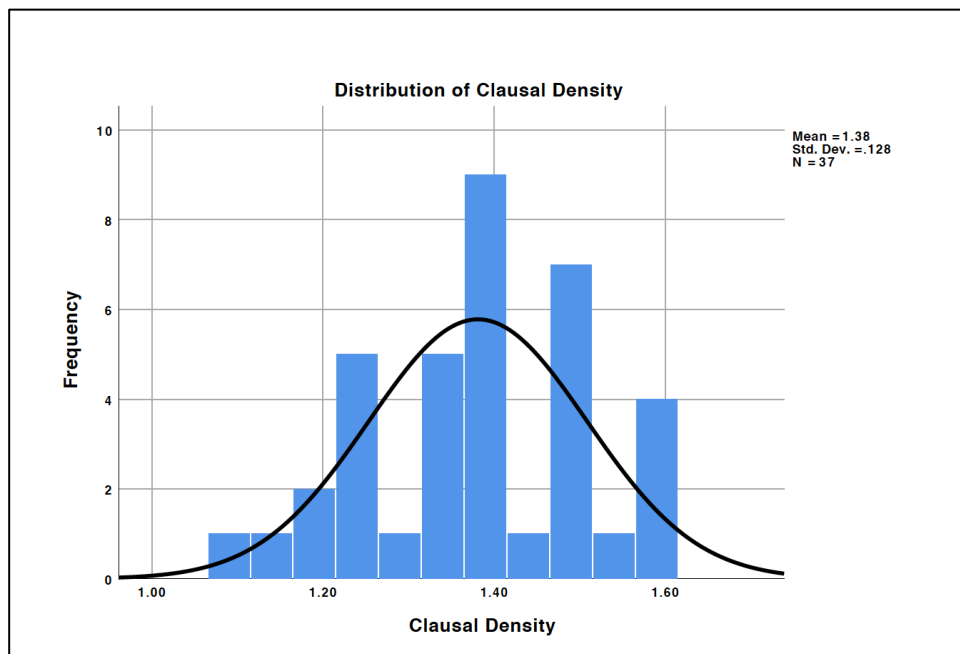


Figure 1. Distribution of clausal density.

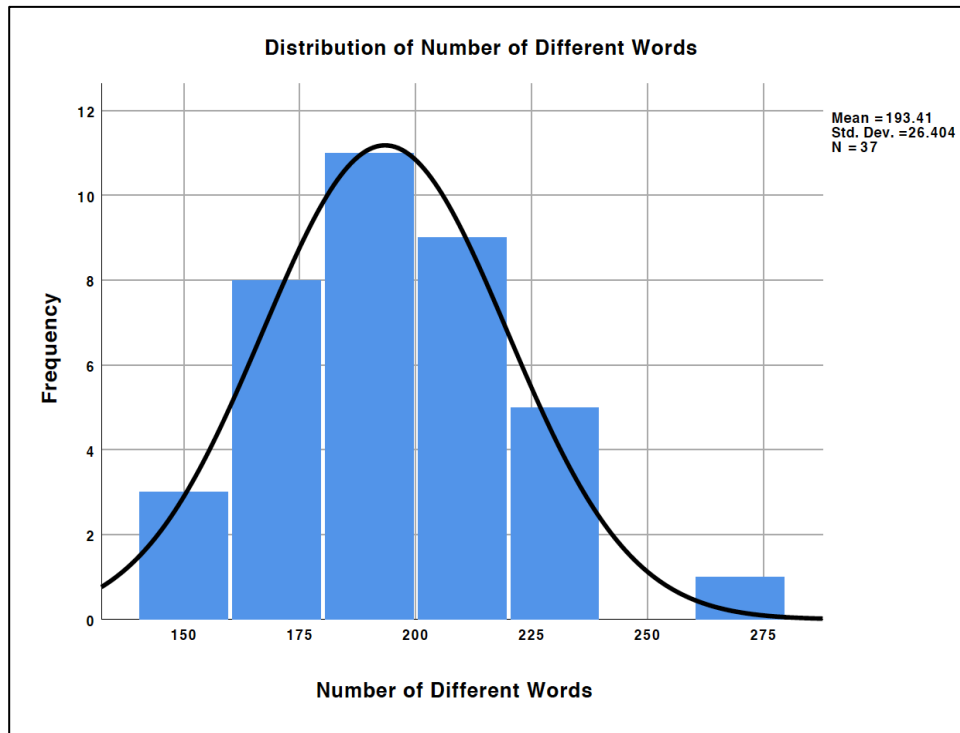


Figure 2. Distribution of number of different words.

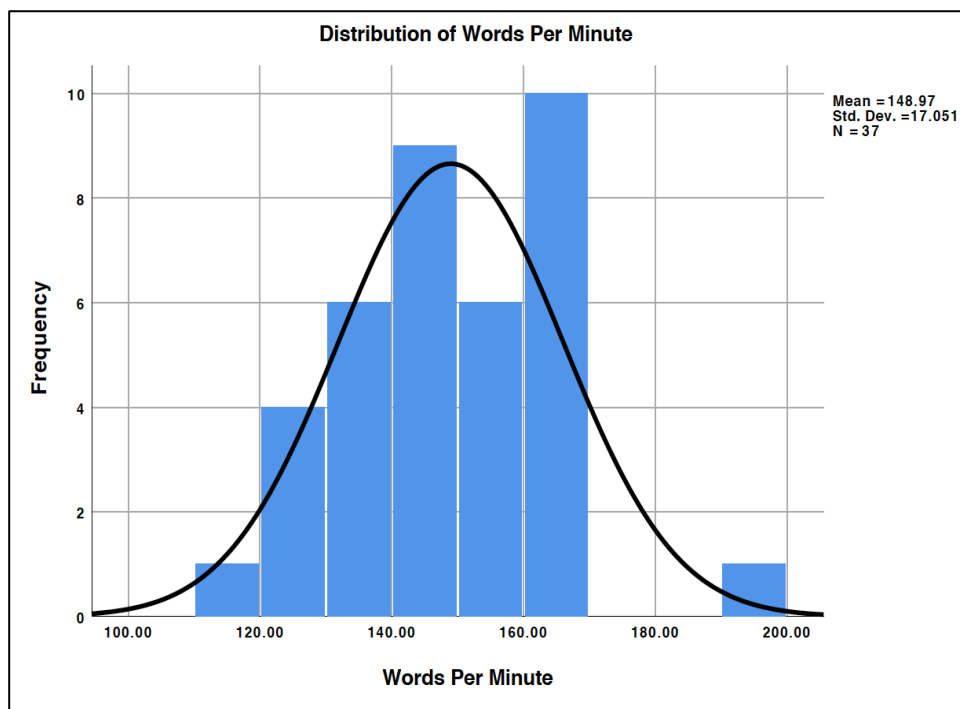


Figure 3. Distribution of words per minute.

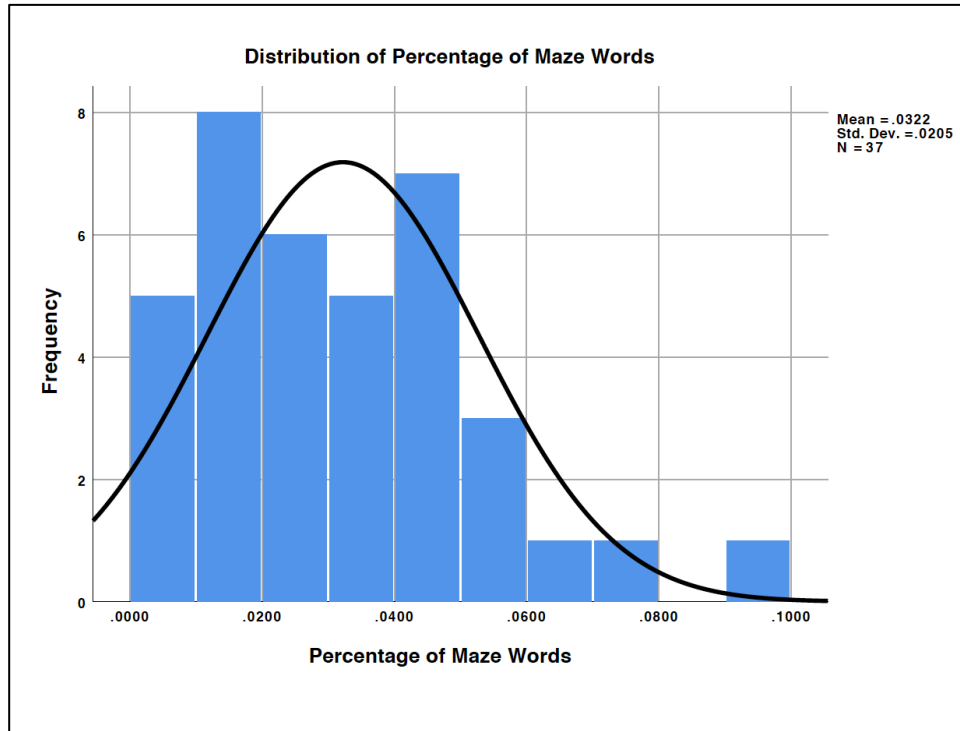


Figure 4. Distribution of percentage of maze words.

From an analysis of Figure 5, the AbU visually reflected a different distribution from the above histograms, which is suggestive to have the greatest amount of positive skew and kurtosis. According to Howell (2010), “with sample sizes around 30, the best we can reasonably expect to see is whether the data tend to pile up in the tails of the distribution or are markedly skewed in one direction or another” (p. 29).

Overall, the correlations among the linguistic features were weak to moderate in strength. There was a significant positive correlation between CD and WPM ($r = 0.37, p = .03$). The correlation coefficient between CD and WPM was 0.37, indicating a

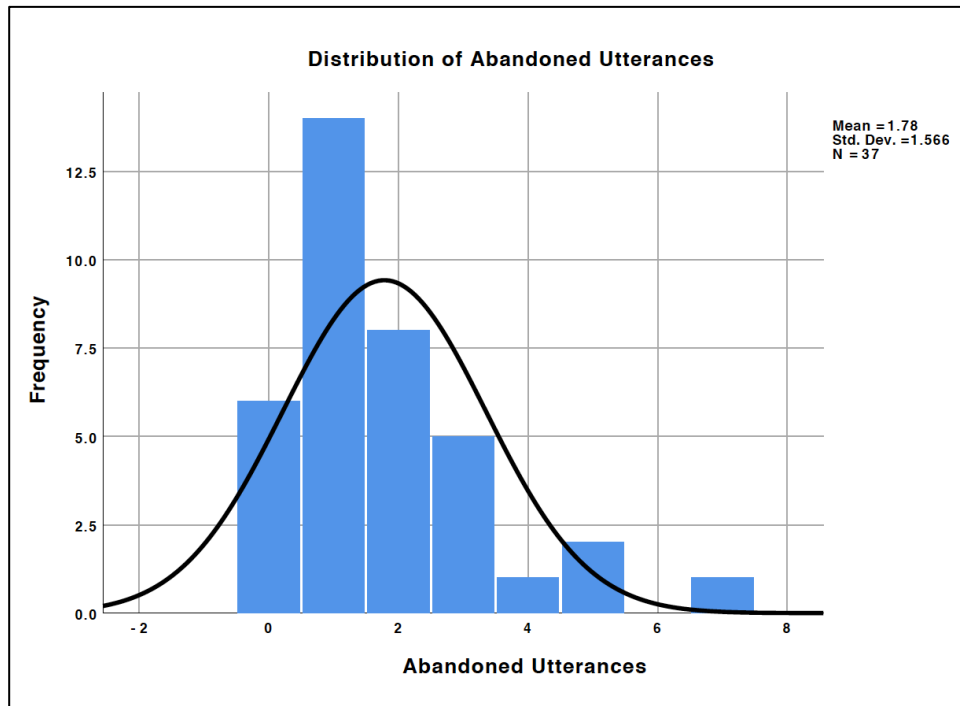


Figure 5. Distribution of abandoned utterances.

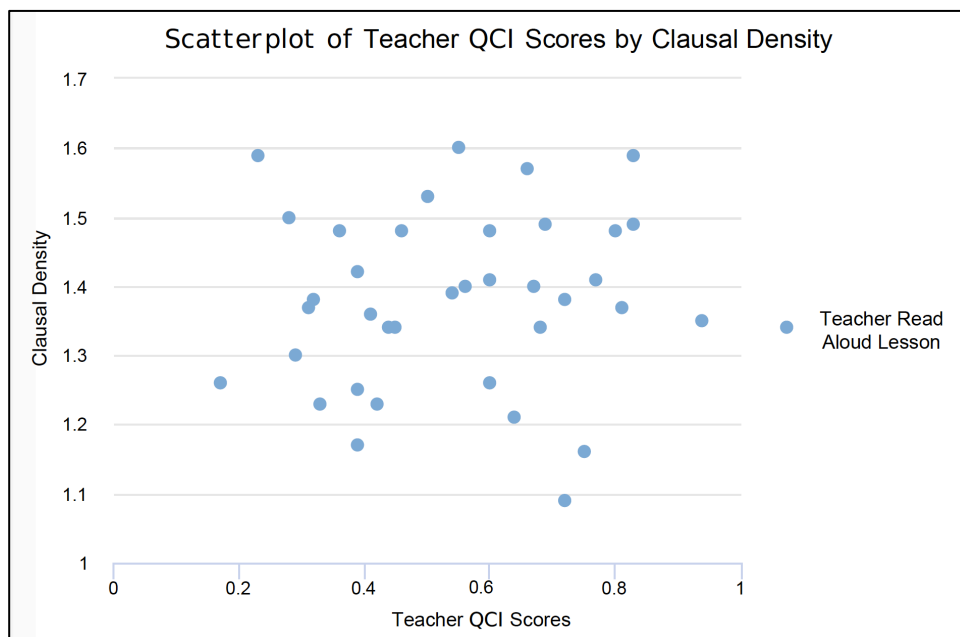


Figure 6. Descriptive variability for clausal density.

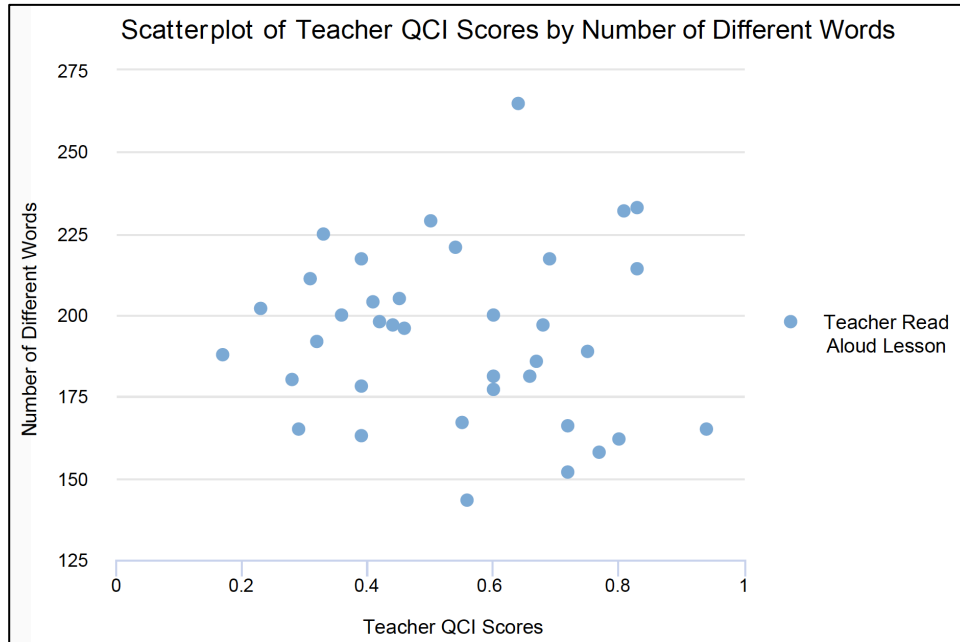


Figure 7. Descriptive variability for number of different words.

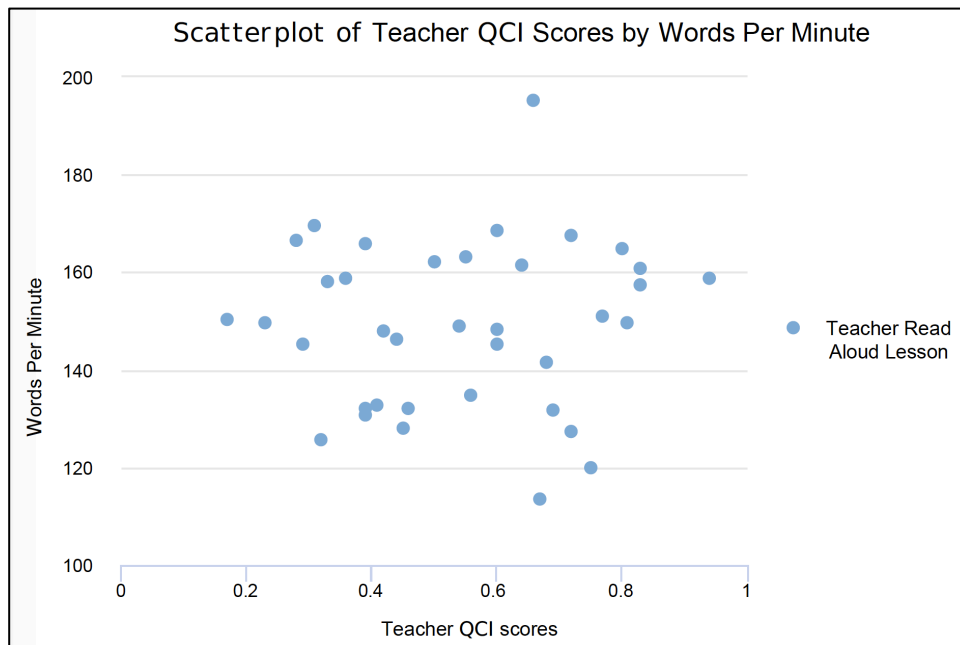


Figure 8. Descriptive variability for words per minute.

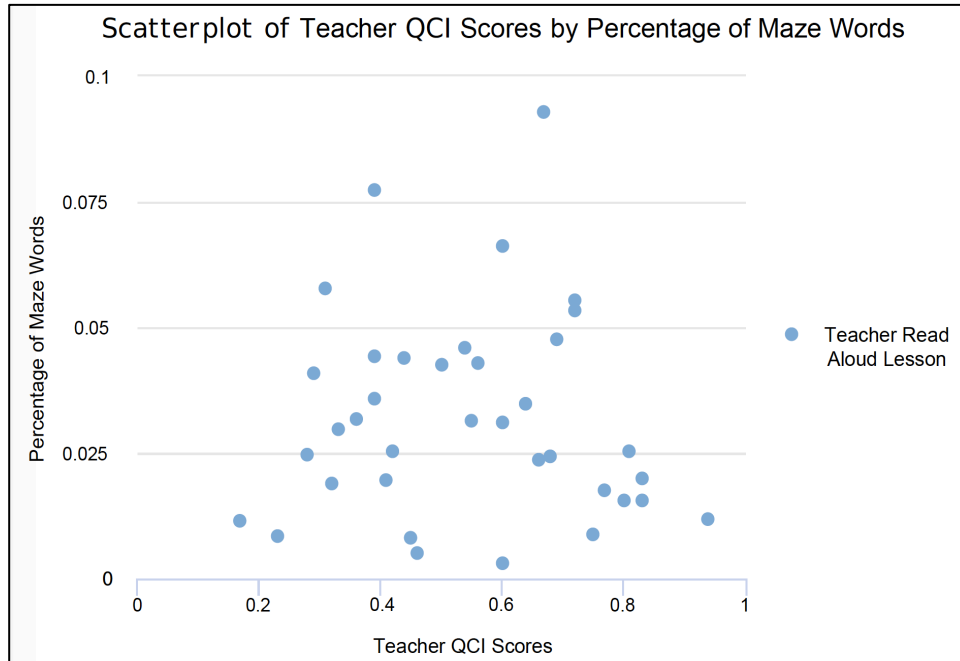


Figure 9. Descriptive variability for percentage of maze words.

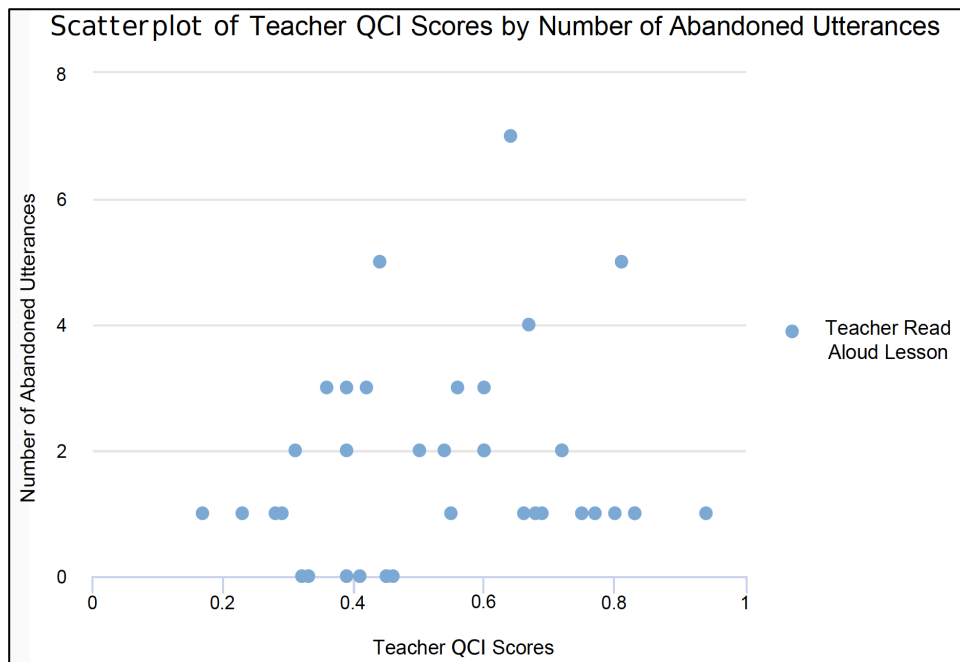


Figure 10. Descriptive variability for number of abandoned utterances.

moderate effect size (Cohen, 1988). This suggests that as CD increases, WPM also tends to increase. There was also a significant positive correlation between PMzWs and AbUs ($r = 0.35, p = .03$). The correlation coefficient between PMzWs and AbUs was 0.35 also

indicating a moderate effect size. This suggests that as PMzWs increases, AbUs also tend to increase. Due to the skew observed in abandoned utterances, as well as shifts in changes in the directional relationship of the variables, a Spearman correlation analysis was not conducted to further establish the strength in relationships between the variables (Cohen, 1988; Conover & Iman, 1981). Table 6 displays a Pearson correlation matrix for the outcome variables.

Table 6

Pearson Correlation Matrix among Linguistic Features

Variable	CD	NDW	WPM	PMzW
NDW	0.08	-		
WPM	0.37*	-0.01	-	
PMzW	-0.22	-0.11	-0.11	-
AbU	-0.17	0.26	0.12	0.35*

Note. CD = Clausal density; NDW = Number of different words; PMzW = Percentage of maze words; AbU = Number of abandoned utterances.

* $p < .05$.

Several of the correlation coefficients were quite weak, and not statistically significant. Even though excessive multicollinearity would not interfere with a MANOVA analyses, multicollinearity may be too low to support a MANOVA analysis.

Testing MANOVA Assumptions

Prior to interpreting a two-way between-subjects MANOVA for linguistic features with teacher instructional quality (above average and below average) and teacher group assignment (treatment and control), tests regarding the statistical assumptions underlying MANOVA were examined. The assumptions tested were multivariate normality, homogeneity of covariance matrices, and homogeneity of variances. In addition, data were examined for multivariate outliers and adequate cell size given the 2 x 2 factorial design.

Multivariate normality. To assess the assumption of multivariate normality, Mahalanobis distances were calculated for the residuals for a χ^2 distribution (Newton & Rudestam, 2012) and plotted against the quantiles of a Chi-square distribution (Field, 2009; DeCarlo, 1997). An outlier was defined as any Mahalanobis distance that exceeds 18.47, the .99 quantile of a χ^2 distribution ($df = 4$). According to this guide, there were no outliers detected in the model due to Mahalanobis distance ranging from 1.29 to 4.23. However, in the Q-Q plot, the solid line represents the theoretical quantiles of a normal distribution. Normality can be assumed if the points form a relatively straight line. Based upon multiple data points deviating from Quantile line of distribution, the tenability of normality is questionable. The probability for normality is presented in Figure 11 using a Q-Q plot (Quantile-Quantile).

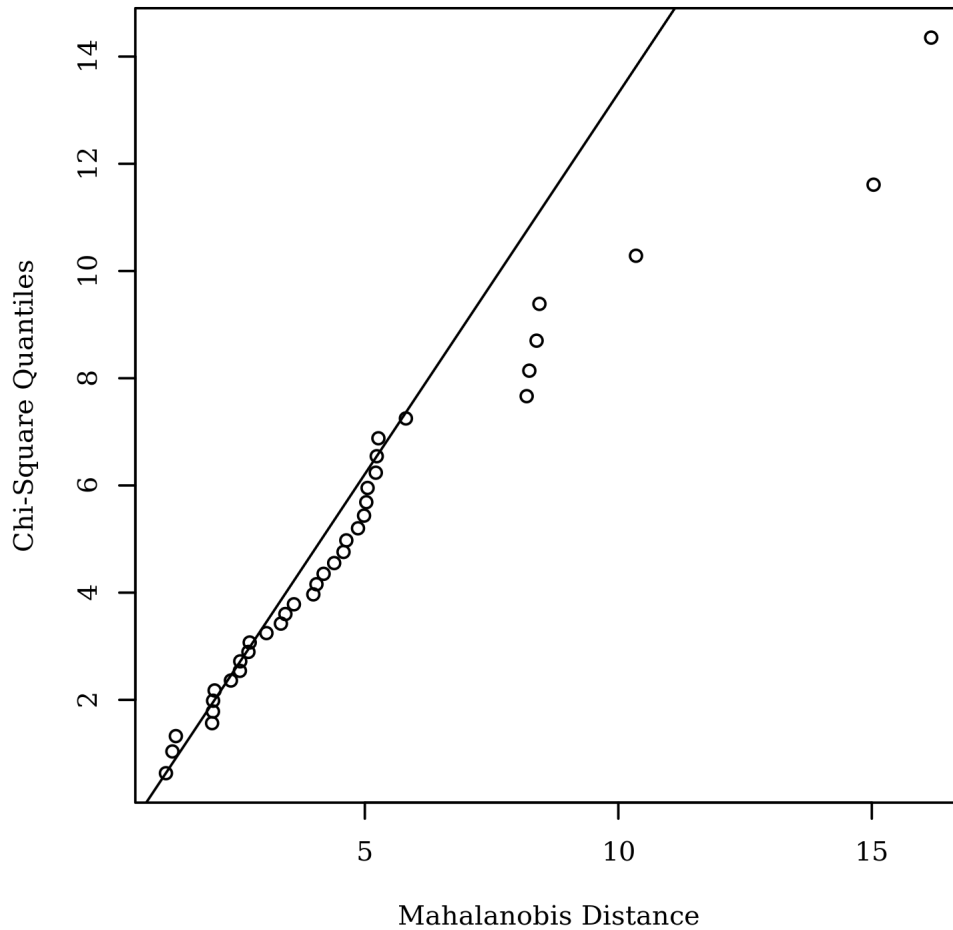


Figure 11. Mahalanobia distance Q-Q plot testing multivariate of normality.

Homogeneity of variances. Levine's Test of Equality of Error Variances was used to determine whether the variances were equal between teacher QCI scores, based up their Random Assignment for receiving professional development for Read Aloud instruction and the outcome variables. Because all outcome variables scored with a significance value of $p > .05$, then equal variances were established, and this assumption was tenable. See Table 7 for results.

Table 7

Levene's Test of Equality of Error Variances by Random Assignment and Teacher QCI Scores in Variance Relation to the Outcome Variables

Variable	Levene's Statistic	df1	df2	<i>p</i>
CD	.22	1	35	.65
NDW	1.83	1	35	.19
WPM	.05	1	35	.83
PMzW	.21	1	35	.65
AbU	2.22	1	35	.65

Note. CD = Clausal density; NDW = Number of different words; WPM = Words per minute; PMzW = Percentage of maze words; AbU = Number of abandoned utterances. * $p < .05$ suggests heterogenous variances.

Homogeneity of covariance matrices. To examine the assumption of homogeneity of covariance matrices, Box's M test was conducted. The results were significant, $\chi^2(15) = 37.69, p < .001$, indicating that the covariance matrices for teacher QCI scores, grouped by random assignment, were significantly different from one another, and that this assumption was not tenable.

Cell sizes. In order to ensure the tenability and testability of using a MANOVA, there needs to be more dependent variable (DV) cases within each cell of the independent variable (IV). If case-to-DV ratio, between cells, is too low, then MANOVA would need to be abandoned due to this failed assumption (Tabachnick & Fidell, 2007). This is due to assumption compromises to the variance-covariance matrices, as well as power analysis being reduced. Table 8's 2 x 2 contingency table reflects that IV variable cells that do not meet the minimum criteria for using a MANOVA.

Table 8

Case-to-DV Ratio for MANOVA Assumption

Sample cell size		QCI Random Assignment		
		Control	Experimental	Total
QCI Median-Split	Split-Low	14	4	18
	Split-High	5	14	19
Total		19	18	37

Note. Any cell with ≤ 5 cases, rejects the use of a MANOVA as an analytic strategy (Tabachnick & Fidell, 2007).

Given that two cell sizes were too low meet the MANOVA assumptions (i.e., significant results for Box's M for unequal covariances and the low case-to-DV ratio), a series of two-way between-subjects ANOVA analyses were conducted with a Bonferroni adjusted rejection rule, in order to reduce the likelihood of detecting a Type I error ($\alpha = .01$; Fidell & Tabachnick, 2007). "A univariate F is robust to modest violations of normality as long as there are at least 20 degrees of freedom for error in a univariate ANOVA and the violations are not due to outliers" (Fidell & Tabachnick, 2007, p. 251).

ANOVA Results

The results of the ANOVA were not significant for any of the dependent variables. There were no main effects which had a statistical significance at $p < .01$. A summary of the results for these analyses are reported in Tables 9 – 13.

For CD, and the relationship between the grouping variables, an ANOVA did not yield main or interaction effects at a significance level at $p < .01$. The main effect for random assignment was not significant at the 95% confidence level, $F(1, 33) = 0.36, p = .55$, indicating there were no significant differences between CD by random assignment

levels. The main effect for instructional quality (i.e., QCI median-split) was not significant at the 95% confidence level, $F(1, 33) = 0.07, p = .79$, indicating there were no significant differences of CD by instructional quality. The interaction between random assignment and instructional quality was not significant at the 95% confidence level, $F(1, 33) = 1.42, p = .24$, indicating there were no significant differences between CD and the interaction of the grouping variables random assignment and instructional quality. Table 9 represents the ANOVA results for CD and the statistical relationships between the grouping variables. Means, standard deviations, and additional descriptive statistics are presented in Table 4.

Table 9

Analysis of Variance Table for Clausal Density by Random Assignment and Median-Split

Interaction terms	<i>SS</i>	<i>df</i>	<i>F</i>	<i>p</i>	η^2	Power
Group assignment	0.01	1	0.36	.55	0.02	.09
Instructional quality	0.00	1	0.07	.79	0.01	.06
Group x Quality interaction	0.02	1	1.42	.24	0.05	.21
Residual	0.55	33				

Note. Interaction significance is $p < .01$; Power = Post hoc observed power (Lenth, 2007) and η^2 = ANOVA effect size.

In order to determine the likelihood of detecting either a Type I or Type II error, the sample size, significance value, and effect size, in combination with observed power can be used for analysis. The results for the ANOVA, comparing CD to group assignment and instructional quality, reflected that the probability of the results being susceptible to a Type II error ($1-\beta$) was between 79% to 94%. Due to significant effects not detected in this model analysis, additional post-hoc comparisons were not conducted.

For NDW, and the relationship between the grouping variables, an ANOVA did not yield main or interaction effects at a significance level at $p < .01$. The main effect for random assignment was not significant at the 95% confidence level, $F(1, 33) = 2.81, p = .10$, indicating there was no significant differences between NDW by random assignment levels. The main effect for instructional quality (i.e., QCI median-split) was not significant at the 95% confidence level, $F(1, 33) = 3.31, p = .08$, indicating there was no significant differences between NDW by instructional quality. The interaction between random assignment and instructional quality was not significant at the 95% confidence level, $F(1, 33) = 0.16, p = .69$, indicating there were no significant differences between NDW and the interaction of the grouping variables random assignment and instructional quality. Table 10 represents the ANOVA results for NDW and the statistical relationships between the grouping variables. Means, standard deviations, and additional descriptive statistics are presented in Table 4.

The results for the ANOVA, comparing NDW to group assignment and instructional quality, reflected that the probability of the results being susceptible to a Type II error ($1-\beta$) was between 58% to 93%. Due to significant effects not detected in this model analysis, additional post-hoc comparisons were not conducted.

For WPM, and the relationship between the grouping variables, an ANOVA did not yield main or interaction effects at a significance level at $p < .01$. The main effect for random assignment was not significant at the 95% confidence level, $F(1, 33) = 0.06, p = .81$, indicating there was no significant differences between WPM by random assignment

Table 10

Analysis of Variance Table for Number of Different Words by Random Assignment and Median-Split

Interaction terms	<i>SS</i>	<i>df</i>	<i>F</i>	<i>p</i>	η^2	Power
Group assignment	1884.08	1	2.81	.10	0.02	.37
Instructional quality	2219.99	1	3.31	.08	0.04	.42
Group x quality interaction	109.69	1	0.16	.69	0.01	.07
Residual	22143.09	33				

Note. Interaction significance is $p < .01$; Power = Post hoc observed power (Lenth, 2007) and η^2 = ANOVA effect size.

levels. The main effect for instructional quality (i.e., QCI median-split) was not significant at the 95% confidence level, $F(1, 33) = 0.17$, $p = .68$, indicating there was no significant differences between WPM by instructional quality. The interaction between random assignment and instructional quality was not significant at the 95% confidence level, $F(1, 33) = 0.81$, $p = .37$, indicating there were no significant differences between WPM and the interaction of the grouping variables random assignment and instructional quality. Table 11 represents the ANOVA results for WPM and the statistical relationships between the grouping variables. Means, standard deviations, and additional descriptive statistics are presented in Table 4.

The results for the ANOVA comparing WPM to group assignment and instructional quality, reflected that the probability of the results being susceptible to a Type II error ($1-\beta$) was 86% to 94%. Due to significant effects not detected in this model analysis, additional post-hoc comparisons were not conducted.

Table 11

Analysis of Variance Table for Words Per Minute by Random Assignment and Median-Split

Interaction terms	<i>SS</i>	<i>df</i>	<i>F</i>	<i>p</i>	η^2	Power
Group assignment	17.45	1	0.06	.81	0.00	.06
Instructional quality	51.37	1	0.17	.68	0.00	.07
Group x quality interaction	248.29	1	0.81	.37	0.02	.14
Residual	10084.26	33				

Note. Interaction significance is $p < .01$; Power = Post hoc observed power (Lenth, 2007) and η^2 = ANOVA effect size.

For PMzW, and the relationship between the grouping variables, an ANOVA did not yield main or interaction effects at a significance level at $p < .01$. The main effect for random assignment was not significant at the 95% confidence level, $F(1, 33) = 0.00, p = .96$, indicating there was no significant differences between PMzW by random assignment levels. The main effect for instructional quality (i.e., QCI median-split) was not significant at the 95% confidence level, $F(1, 33) = 0.00, p = .67$, indicating there was no significant differences between PMzW by instructional quality. The interaction between random assignment and instructional quality was not significant at the 95% confidence level, $F(1, 33) = 1.51, p = .23$, indicating there were no significant differences between PMzW and the interaction of the grouping variables random assignment and instructional quality. Table 12 represents the ANOVA results for PMzW and the statistical relationships between the grouping variables. Means, standard deviations, and additional descriptive statistics are presented in Table 4.

Table 12

Analysis of Variance Table for Percentage of Maze Words by Random Assignment and Median-Split

Interaction terms	<i>SS</i>	<i>df</i>	<i>F</i>	<i>p</i>	η^2	Power
Group assignment	0.00	1	0.00	.96	0.00	.05
Instructional quality	0.00	1	0.00	.67	0.00	.05
Group x quality interaction	0.00	1	1.51	.23	0.05	.22
Residual	0.01	33				

Note. Interaction significance is $p < .01$; Power = Post hoc observed power (Lenth, 2007) and η^2 = ANOVA effect size.

The results for the ANOVA comparing PMzW to group assignment and instructional quality, reflected that the probability of the results being susceptible to a Type II error ($1-\beta$) was between 78% to 98%. Due to significant effects not detected in this model analysis, additional post-hoc comparisons were not conducted.

For AbU, and the relationship between the grouping variables, an ANOVA did not yield main or interaction effects at a significance level at $p < .01$. The main effect for random assignment was not significant at the 95% confidence level, $F(1, 33) = 2.00, p = .17$, indicating there was no significant differences between AbU by random assignment levels. The main effect for instructional quality (i.e., QCI median-split) was not significant at the 95% confidence level, $F(1, 33) = 0.13, p = .73$, indicating there was no significant differences between AbU by instructional quality. The interaction between random assignment and instructional quality was not significant at the 95% confidence level, $F(1, 33) = 4.50, p = .04$, indicating there were no significant differences between AbU and the interaction of the grouping variables random assignment and instructional

quality. Table 13 represents the ANOVA results for AbU and the statistical relationships between the grouping variables. Means, standard deviations, and additional descriptive statistics are presented in Table 4.

Table 13

Analysis of Variance Table for Number of Abandoned Utterances by Random Assignment and Median-Split

Interaction terms	<i>SS</i>	<i>df</i>	<i>F</i>	<i>p</i>	η^2	Power
Group assignment	4.32	1	2.00	.17	0.07	.28
Instructional quality	0.27	1	0.13	.73	0.05	.06
Group x quality interaction	9.72	1	4.50	.04	0.12	.54
Residual	71.20	33				

Note. Interaction significance is $p < .01$; Power = Post hoc observed power (Lenth, 2007) and η^2 = ANOVA effect size.

The results for the ANOVA, comparing AbU to group assignment and instructional quality, reflected that the probability of the results being susceptible to a Type II error ($1-\beta$) was between 46% to 94%. Due to significant effects not detected in this model analysis, additional post-hoc comparisons were not conducted.

CHAPTER V

DISCUSSION

The main purpose of this study was to explore the linguistic architecture of elementary teacher's use of instructional language during a read aloud lesson for first grade students. The research questions focused on describing the variability in instructional language and determining the extent to which that variability was associated with group assignment and teacher instructional quality. Teacher intervention assignment and instructional quality ratings did not account for significant variation in a teacher's use of linguistic attributes during read aloud instruction. Nonetheless, this study contributes to the body of educational research by establishing an initial baseline of how teachers use instructional language, at a linguistic level, during first grade read aloud lessons.

Descriptive Linguistic Attributes of Teacher Instructional Language

Descriptive statistics were used to describe the linguistic features of teacher instructional language and note if the distribution of scores, for each dependent variable, reflected extreme or oddly shaped distribution of scores (Howell, 2010).

Clausal density. As was previously noted, CD is an index reflective of the number of main and subordinate clauses used within an utterance. A higher index suggests the use of more subordinate clauses within an utterance, which then reflects the use of more complex language by the speaker (Miller et al., 2011; Nippold, 2010). The question being investigated was addressing the level of complex grammatical and syntactic language teachers used when delivering read aloud instruction to first grade students and how these results compared to similar published research associated with CD from adult language samples. When reviewing the descriptive statistics for CD, the use of complex sentences during the read aloud lessons was not very frequent. (i.e., less

than two main and subordinate clauses within an utterance). The mean score for teachers in this study was 1.38, with 68% of the sample falling within the first standard deviation ($SD = .13$; Range = 1.25 – 1.51) and 92% of the sample falling with the second standard deviation ($SD = .13$; Range = 1.12 – 1.64). When compared to recent studies addressing adult language use, during narrative-based language sample activities, the CD of the teacher's in the CTL study were lower by a mean of 1.11 (Nippold et al., 2017). This difference may be due to the context of the language samples obtained (i.e., school lessons versus open-ended narrative-based discourse).

Number of different words. A teacher's use of diverse vocabulary, as early as pre-school, has been found to have a positive impact on a student's reading comprehension and predictive of their language and literacy skills into and beyond their middle school years (Bowers & Vasilyeva, 2011; Cazden, 1988; Dickinson & Porche, 2011; Gamez & Lesaux, 2015; Huttenlocher et al., 2002; Mercer, 1995, 2002; Perfetti & Hart, 1985, 1992, 2002, 2007). When reviewing the descriptive statistics for NDW, the mean score for teachers in this study was 193.41, with 59% of the sample falling within the first standard deviation ($SD = 26.04$; Range = 167.37 – 219.45 and 97% of the sample falling with the second standard deviation ($SD = 26.04$; Range = 141.33 – 245.49). When compared to a recent study investigating the range of unique vocabulary used by teachers during a lesson, the Gamez and Lesaux (2015) findings were markedly lower. Their study, which targeted middle school teachers and students, reflected that there was significant variability in the use of unique vocabulary used by teachers during instruction. In addition, the unique words used within a 15-minute instructional interval, ranged between 17 and 76. However, factors that could explain the difference in findings include

the differences in the measured time intervals. For example, the Gamez & Lesaux study (2015) measured vocabulary in 15-minute time intervals, compared to the Read Aloud study which looked at the number of different words used during a lesson that ranged from 12-25 minutes. In addition, the context of the grade level instruction was also different (first grade students versus middle school students). In addition, the Gamez & Lesaux study (2015) only measured specifically targeted vocabulary (i.e., academic word lists or AWLs). The specific parameters being measured in regard to diversity of vocabulary may explain the differences between the Read Aloud study results and the recent research associated with the use of diverse vocabulary.

Words per minute. It has been reported that an individual's comprehension and listening effort was correlated with the cognitive resources required to process and understand information (Bologna et al., 2013; Broadbent, 1958; Downs, 1982; Hicks & Tharpe, 2002; Seeman & Sims, 2015). The cognitive resources required to process information is not only associated with language content and form, but the paralinguistic attribute of rate (Choudhury et al., 2015; Heffner et al., 2015; Kail, 1994; Tallal, 1981). When reviewing the descriptive statistics for WPM, the mean score for teachers in this study was 148.97, with 73% of the sample falling within the first standard deviation ($SD = 17.05$; Range = 131.92 – 166.02 and 95% of the sample falling with the second standard deviation ($SD = .17.05$; Range = 114.96 – 182.98). When compared to the research, a majority of the teachers rate of speech was within typical speech rate parameters (i.e., slow: 110 WPM; conversational: 120 – 160 WPM; fast: 200+ WPM; Bortfeld et al., 2001; Butterworth, 1980; Verhoeven et al., 2004). Miller et al. (2011) note that a fast speaking rate can reflect lower scores in terms of semantic content, and an

increase in PMzW and AbUs. The data from Table 6 aligns with the research in terms of there being a weaker correlation between WPM and NDW. However, for this study, the overall differences in speaking rate did not appear to reflect a relationship with an overall increase in PMzW or AbUs.

Verbal clarity (i.e., percentage of mazes and abandoned utterances). How an individual process, retains, and transfers information is contingent dependent how the information is presented (Chi et al., 1989; Chi et al., 1994; Ericsson & Simon, 1998). A lack of verbal coherence and clarity can negatively impact the efficiency of the exchange of information (Merritt et al., 2006). The compromised use of fluid language can be characterized by the presence of mazes and abandoned utterances within a verbal exchange (Loban, 1976; Nippold, 2014). The descriptive statistics pertaining to PMzW and AbU, suggest that overall, the mean scores were minimal (PMzW: $M = .03$; AbU: $M = 1.78$). However, when reviewing the range of scores, there were teacher participants whose instructional language were comprised of 9% of mazes and 7% of abandoned utterances. According to Smiljanic & Bradlow (2010), linguistic output shifts of even four percentage points can impact the clarity of speech production. Conversely, the data from this project also revealed that a high number of teachers in this study used very few abandoned utterances (see Figure 4). Being that abandoned utterances have a more significant impact on communication coherence and clarity (Miller et al., p. 48), coupled with embedded mazes, a student's ability to comprehend a teacher's lesson, based upon their use of language, may be compromised, but future research is required to determine this relation.

The purpose of this question was to add to the body of knowledge pertaining to instructional language as a teaching tool. Again, this study provided initial baseline data regarding the linguistic attributes, of a teacher's use of instructional language, during first grade read aloud lessons. This preliminary exploratory research is intended to encourage further data collection, and the establishment of norms, associated with the linguistic features associated with teacher instructional language across curriculum-based contexts within and between the grade levels.

Explanation of Linguistic Variability During Instructional Language

As was noted in the results section, the linguistic variables (i.e., clausal density, number of different words, words per minute, percentage of mazes, and number of abandoned utterances) could not be explained by teacher intervention assignment or by teacher instructional quality. However, a lack of statistical significance could be explained by the project's small sample size, limited power, methodological restrictions, due to violated assumptions and the high susceptibility of the presence of Type II errors. With these constraints, a lack of significant statistical findings was not surprising. Even though there were no significant effects noted for teachers who were identified as having lower QCI scores and their use of instructional language at the linguistic level, the literature does note that teachers who score lower on teacher observational scales demonstrate less effective teaching skills, which includes student-teacher interactions (Bill and Melinda Gates Foundation, 2013; Darling-Hammond, 2010; Justice et al., 2008, Pianta et al., 2012; Pianta & Nimetz, 1991).

Effective teaching has been the subject of increased review since the passage of NCLB. Research has attempted to quantify what effective teaching looks like, and which

specific factors, have the greatest impact on student learning (Kane & Staiger, 2008; Konstantopoulos & Chung, 2011; Rivkin et al., 2005; Rockoff, 2004; Rowan et al., 2002; Sanders & Horn, 1998; White & Rowan, 2014). Researchers have noted that a teacher's use of instructional language is an important pedagogical tool, but little research has dissected teacher instructional language, at a linguistic level, beyond investigating vocabulary diversity. Much of the research targets the types of conversational exchanges that occur between teacher and student during instructional activities (e.g. explanation, elaboration, restating, recasting, paraphrasing, and expansion; Justice et al., 2008; Marzano, 2007; Keene & Zimmermann, 2007; Marzano et al., 2001; Pianta & Nimetz, 1991).

For this study, the QCI was used as the predictor variable as a proxy score for effective teaching. The QCI measures similar constructs found in other teacher quality observational instruments, such as the Classroom Assessment Scoring System (CLASS) or the Framework for Teaching (FFT; Danielson, 2007; Pianta & Hamre, 2009). The QCI, and other teacher observation instruments, were not designed to capture the specificity and sensitivity regarding a teacher's use of linguistic features during verbal instruction. Denton (2015) and Pianta et al. (2012) noted that language is an impactful pedagogical tool to be used by teachers during instruction. Having a teacher observation tool that captures the linguistic characteristic of a teacher's use of instructional language, would allow for the ongoing study of how instructional language may differ, within and between grade levels, and if there is an association to student outcomes.

Even though the CTL's Read Aloud study, and specific intervention, did not place a focus on a teacher's use of linguistic features, during instructional language, the literature

does suggest that how a teacher speaks to students can have a value-added impact on a student's ability to comprehend academic material during their educational experience (Frantz et al., 2015; Gámez & Lesaux, 2012).

From the CTL study, teachers who also received additional professional development support, regarding the delivery of read aloud lessons, did not yield statistical differences in terms of their use of linguistic attributes within their instructional language. Even though the literature does support that teachers who participate in professional development activities typically display improved teaching skills associated with the targeted professional development (Darling-Hammond, 2010; Keene & Zimmermann, 2007; Marzano, 2007; Marzano et al., 2001), the CTL professional development did not address the specific use of instructional language, with a focus on the linguistic architecture of instructional language. This may have impacted the overall results of this study.

Study Limitations

Sample size. The sample size for this study impacted the analysis options for detecting significant relationships. In addition to the inability to complete a MANOVA due to not meeting the minimum cell size criteria for each group, the results of the ANOVA suggested that there was a substantial likelihood of detecting a Type II error (Tabachnick & Fidell, 2007; Tinsely & Brown, 2000). This becomes a threat to internal validity because of how sample size can impact power and thus sensitivity to detect statistical differences (Messick, 1995).

Instructional context. When comparing the results of this study to the comparable research associated with quantifying even some aspect of a linguistic

attribute that occurs during a teacher's instructional exchange (Bedore & Leonard, 1995; Schleppegrell, 2001) a notable factor that may have influenced all results was the instructional context, which was specific to the Baker et al. study (2013). The instructional sample being observed could impact the language a teacher uses during an instructional lesson. Certain types of instructional lessons may vary in the embedded instructional moves and exchanges, due to the context being more bound to the associated story text or topic. The types of teacher-student instructional exchanges, which included descriptions, questions, responses, recasts, expansions, and redirects, may have been more constrained by this specific type of direct instruction lesson. This may have accounted for the lower clausal density and number of different words used by the teachers in this study, as compared to what has been recorded in the literature (Gómez, & Lesaux, 2015; Nippold et. al, 2017). In addition, the student grade level may have also impacted a teacher's use of instructional language. A teacher's use of complex language, and diverse vocabulary, will likely differ at the first-grade level and the fifth-grade level. However, due to the paucity of research providing this specific evidence, this then becomes a putative hypothesis which should be explored. Because instructional context could have had an impact on the results of this study, this external threat to validity (Messick, 1995) would have made any potential significant finding suspect to being generalizable.

QCI median-split. Even though using a median-split to analyze teacher QCI scores grouped into low and high scores, provided insight the linguistic attributes of teacher instructional language based upon their range of teaching effectiveness. However, this approach does provide limitations because it classified teachers into the same

categorical group whether they were furthest from the median-split or within .01 of the median-split demarcation point. This reduces the ability to conduct a more granular analysis of how teacher QCI scores may differ within the grouping variable. In addition, if a different categorical metric were used (e.g., quartiles), this would have similarly reduced the number of participants within categorical groupings, and further compromise the ability to make statistical comparisons or demonstrate a relationship to an ecological framework.

Range of utilized number of utterances. As was previously noted, the SALT transcriptionist, reported all utterances by the participating teacher, regardless if it was below or above the a priori determination of using a 100-utterance sample for analysis. Table 5 reflects the range of utterances used for analysis. It should be noted that there is not consistency in terms of defining a precise linguistic definition of an utterance. Some linguistics simply define an utterance as a unit of speech under study bounded by a speaker's silence (Aronoff & Rees-Miller, 2001). However, earlier researchers associated with language analysis, refers to an utterance as a C-Unit (Loban, 1976). This unit is defined as having a main clause with any additional and connected dependent clauses (Loban, 1976; Miller et al., 2011). Ideally one should analyze no fewer than 100 utterances. Clearly, the more utterances that can be analyzed, then the results will be more stable (Bishop & Adams, 1990; Miller & Chapman, 1981). However, if the analyzed utterance ranges between 50-175, the greatest impact on linguistic analysis, in regard to a speaker's use of language complexity, is more associated with the length of an utterance versus the number of utterances. What is important is that the language sample

analysis is reflective of a participant's language use for proper analysis (Bishop and Adams, 1990; Gámez & Lesaux, 2012; Miller & Chapman, 1981; Miller et al., 2011).

Hawthorne effect. The influence of the Hawthorne Effect may have also influenced the results of the study, thus creating a potential threat to internal and external validity. The Hawthorne Effect is when an individual's behavior or actions are altered due to recognizing that their actions are being observed (Coombs, & Smith, 2003). By a teacher recognizing they were part of a study pertaining to effective teaching, their instructional behaviors, and language, may have been impacted by the knowledge that aspects of their teaching was under review. It is difficult, but incumbent upon researcher's, to create a research design to reduce the consequential threat to validity (Messick, 1995) this could have on research results. In terms of this current study, the Hawthorne effect may have created an additional susceptibility for cultivating Type II errors.

Future Research

Because of the identified limitations noted for this study, as well as the scarcity of research that exists specifically documenting how teachers differ in their use of linguistic features during instructional interactions across the grade levels, my first recommendation would be to replicate this study and address the limitations that were primary threats to both internal and external validity. The two changes that may impact the results of a follow-up study would be to significantly increase the sample size of the teacher participants. To estimate a minimum sample size, using G*Power 3 (Faul, Erdfelder, Buchner, & Lang, 2013), for a single group, when controlling for a Power of .80 and a small effect size of .2, the recommendation would be to recruit 70 teacher

participants. In addition, sampling a teacher's instructional language, when the instructional moves are not restricted, may produce a more naturalistic sample of instructional language. This may provide greater insight and ability to identify variations of linguistic features of teacher instructional language, as representative of a specific grade level.

Additional factors, or covariates, that could also be explored by future researchers that may provide provocative awareness regarding if and how a teacher's linguistic architecture of instructional language include the following: (a) Teacher linguistic differences across the K-12 continuum, (b) instructional language differences across time or context points (i.e., time of day, time of school year, or type of lesson), (c) Differences in teacher language due to years of teaching experience or educational level, (d) Teacher language differences by school and classroom demographics, (e) The impact of explicit professional development on teacher effectiveness targeting the relevance of adapting the use of linguistic features as a component of instructional language, and (f) Explore any potential relationships between the linguistic features of instructional language and student educational outcomes.

Conclusion

My research built on both theory and empirical research that reflected that a child's acquisition of language and knowledge could be impacted by the quality and exposure of language during verbal and instructional interactions (Kathard et al., 2015; Nunan, 1991; Schleppegrell, 2010). The amount of linguistic variability that existed within a teacher's instructional language, during read aloud lessons, was examined. Even though statistical effects were not identified due to study limitations and threats to validity, the literature provides a sound basis to continue to examine this narrowly explored feature of teaching effectiveness and a teaching pedagogical device. This recommendation aligns with the literature's position, using an ecological framework of influence (Bronfenbrenner, 1977, 1989, 1994), that teachers are considered significant proximal influences on a student's language development and learning. Because of this, continued research regarding factors associated with effective teaching, instructional language, and how the linguistic features of language impact a student's continued language development, comprehension, and learning outcomes, are lines of research that should continue to be explored.

APPENDIX A

MAIN AND SUBORDINATE CLAUSE EXEMPLARS

Main Clause

A main clause has one verb (the “main” verb) and can stand by itself as a complete sentence. For example, *the boy ran to the store*. The main clause is often called the independent clause. When sentences contain two or more main clauses conjoined by a conjunction (e.g., and, but, so), these clauses are referred to as *coordinate clauses*. For example, *the student’s finished their lesson early, so they were allowed to go to recess*.

Subordinate or Dependent Clause

A subordinate clause adds additional meaning and clarity to the main clause. See exemplars of the different types of subordinate clauses and exceptions.

Type of Subordinate Clause	Exemplars
Adverbial: The function of an adverbial clause in a sentence is to add meaning associated with conditionality, reason (cause), manner, time, contrast, comparison, place, and purpose. Adverbial clauses typically begin with subordinate conjunctions that express different meanings. Examples include: Conditions: <i>as long as, if, in case, unless, supposing, even though, although</i> Reason/Cause: <i>because, since, for</i> Manner: <i>Joyfully, hurriedly</i> Time: <i>After, before, since, until, when</i>	<ul style="list-style-type: none">• Conditionality: Less gasoline is used <i>when more people ride bicycles</i>.• Reason/Cause: They cancelled the lecture <i>because the professor was ill</i>.• Manner: She performed the solo <i>exactly as she had practiced it</i>.• Contrast: Some geographers study traffic flow <i>while others trace human movement</i>.• Place: The migrant farmers traveled <i>wherever they could find work</i>.• Purpose: He moved to Boston <i>so that he could become wealthy</i>.
Relative: A relative clause adds precision by describing the subject or the object of the sentence in detail. This can be accomplished by inserting relative pronouns such as <i>who, whom, whose, which, in which, whose, and that</i> .	<ul style="list-style-type: none">• Plato was a philosopher <i>who studied astronomy, government, and mathematics</i>.• The new teacher, <i>whom you’ve met before</i>, will start on Monday.• In 509 B.C., Rome became a republic, <i>which is a special kind of nation</i>.• Shakespeare, <i>whose plays we’ve read</i>, was a master of words and images.• The teacher tutors students <i>whose math skills are weak</i>.

	<ul style="list-style-type: none"> • Monks lived in communities <i>that were called monasteries</i>. • Blood cells from a cut form a clot, <i>which plugs the wound</i>. • The Baker's Neighbor is a play <i>that has been around a long time</i>.
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<p>Nominal: Nominal clauses, which are often referred to as compliments, complete a thought or express an attitude, belief, or feeling that is introduced in the main clause. They often follow a metacognitive (e.g., <i>know, believe, think</i>) or metalinguistic (e.g., <i>say, tell, ask</i>) verb that occurs in the main clause. Nominal clauses are also enclosed in quotation marks when a speaker is reporting exactly what someone has said. The pronouns <i>that, how, where, whether, whoever</i>, and <i>what</i> often introduce nominal clauses. Sometimes nominal clauses appear at the beginning of a sentence. They are called <i>subject nominal clauses</i> or <i>subject compliments</i>.</p>	<ul style="list-style-type: none"> • I'm not sure <i>who is coming to dinner</i>. • James told Susan <i>that he would be home late</i>. • Some people believe <i>they need supplements every day</i>. • The young boy asked, "Why should I become a scholar?" • The judge told Manuel, "Put away your money." • She believes <i>that he is innocent</i>. • I don't know <i>how we will manage</i>. • She could not remember <i>where she had placed the candlesticks</i>. • Please tell me <i>whether you would like pie or cake for dessert</i>. • Mom asked me <i>what you plan to do this weekend</i>. • <i>Whoever left the paintbrush in the sink</i> will be punished. • <i>Whatever you can offer</i> will be appreciated by the club. • <i>However you solve the problem</i> is fine with me.
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Note. Subordinate clauses that contain nonfinite verbs. The main clause of a sentence always contains a finite verb marked for person (1st, 2nd, 3rd), tense (present, past, future), and number (singular, plural). However, subordinate clauses sometimes have a nonfinite verb, which is unmarked for person, tense, and number. These include infinitives, participles, and gerunds.

Types of Subordinate Clauses Containing of Nonfinite Verbs	Exemplars
<p>Infinitive: Each of the following complex sentences contains a subordinate clause with an infinitive. With infinitive verbs, the word <i>to</i> is sometimes left out.</p>	<ul style="list-style-type: none"> • John wants <i>to walk</i> home after work today. • They wanted <i>to go</i> to the basketball game. • Birds need leaves and twigs <i>to build</i> their nests. • Rivers, oceans, and forests continue <i>to change</i>. • All I did was <i>send</i> him home. • Rather than have Ruth <i>do</i> it, I'll ask Jimmy.
<p>Participle: Nonfinite verbs also include participle. Like adjectives, they describe nouns and function like relative clauses. Participles end in <i>-ing</i>, <i>-en</i>, and <i>-ed</i>. Each of the following complex sentences contains a subordinate clause with a participle. In addition, a subordinate clause can be changed into a relative clause with the addition of a nonfinite verb (i.e., a participle).</p>	<ul style="list-style-type: none"> • <i>Wearing a new dress</i>, the princess spoke softly. • <i>Not easily discouraged</i>, the basketball team fought its way to victory. • <i>Buoyed by the good news</i>, the travelers drove through the night. • <i>Broken by the baseball</i>, the window was replaced. • The princess, <i>who was wearing a new dress</i>, spoke softly. • The basketball team, <i>which was not easily discouraged</i>, fought it way to victory.
<p>Gerund: Nonfinite verbs, which act like nouns and function like nominal clauses, are referred to as gerunds.</p>	<ul style="list-style-type: none"> • <i>Planting crops in mountainous regions</i> is often unsuccessful. • <i>Overusing certain medicines</i> can cause serious illness. • Most people enjoy <i>going out to dinner and watching a show</i>. • The man's indigestion resulted from <i>eating too many spicy foods</i>. • <i>Choosing your friends carefully</i> will bring you much happiness.

Note. Adapted from “Language Sampling with Adolescents”, by M. A. Nippold, 2010, p. 109-113. San Diego, CA: Plural Publishing.

QUALITY CLASSROOM INSTRUCTION PROTOCOL

Teacher ID # _____

Title _____ Observer _____

Author _____ Date _____

End time: _____

Rate quality of behavior mgmt	0	1	2
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During this part of the lesson, the teacher/students ...	<u>Comments:</u>		
Identified the purpose for reading narrative text			
0	1	2	
not done	done	done well	
Identified a framework to use with narrative text (e.g., story grammar; graphic organizer).			
0	1	2	
"Primed background knowledge" for this text (e.g., set context; made connections and/or predictions; did a book walk)			
0	1	2	
Addressed important vocabulary. (<i>Note words</i>)			
0	1	2	
Identified what to focus on with this text (e.g., main character; story events; specific questions re story).			
0	1	2	
Identified strategies that help with comprehension (e.g., asking questions if you are confused).			
0	1	2	

Estimate % student engagement	0-25%	26-50%	51-75%	76-100%
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Read Aloud Observation: Narrative Text

DURING READING

Start time: _____

End time: _____

Tally behavior management events

Rate behavior management quality 0 1 2

During this part of the lesson, the teacher/students ...	<u>Comments:</u>
Used strategies to foster comprehension (e.g., self-monitoring; making inferences and/or predictions).	
0 1 2 not done done done well	
Asked questions to foster comprehension.	
0 1 2	
Clarified details to foster comprehension.	
0 1 2	
Made connections (e.g., text-text; text-self) to foster comprehension.	
0 1 2	
Addressed important vocabulary. (<i>Note words</i>)	
0 1 2	
Used a framework (story grammar; graphic organizer) to anchor comprehension activities.	
0 1 2	

Rate quality of teacher's instructional interactions with students 0 1 2

Estimate % student engagement 0-25% 26-50% 51-75% 76-100%

Read Aloud Observation: Narrative Text

AFTER READING

Start time: _____ End time: _____

Tally behavior management events

Rate behavior management quality 0 1 2

During this part of the lesson, the teacher/students ...	<u>Comments:</u>
Identified strategies to use after reading to improve comprehension (e.g., reviewing; retelling).	
<div>0 1 2</div> <div>not done done done well</div>	
Used a framework (story grammar; graphic organizer) to anchor comprehension activities.	
<div>0 1 2</div>	
Discussed/reviewed the story (e.g., main character; story events; vocabulary)	
<div>0 1 2</div>	
Addressed specific vocabulary. (<i>Note words</i>)	
<div>0 1 2</div>	
Practiced retelling the story.	
<div>0 1 2</div>	
Identified future activities related to the book.	
<div>0 1 2</div>	

Rate quality of teacher's instructional interactions with students 0 1 2

Estimate % student engagement 0-25% 26-50% 51-75% 76-100%

APPENDIX C

SALT TRANSCRIPTION CODING AND CONVENTIONS

Summary of SALT Transcription Conventions

1. **Transcript Format.** Each entry begins with one of the following symbols. If an entry is longer than one line, continue it on the next line.
 - \$ Identifies the speakers in the transcript; generally the first line of the transcript. Example: \$ Child, Examiner
 - C Child/Client utterance. The actual character used depends on the \$ speaker line.
 - E Examiner utterance. The actual character used depends on the \$ speaker line.
 - + Typically used for identifying information such as name, age, and context. Example of current age: + CA: 5;7
 - Time marker. Example of two-minute marker: - 2:00
 - : Pause between utterances of different speakers. Example of five-second pause: : :05
 - ; Pause between utterances of same speaker. Example of three-second pause: ; :03
 - = Comment line. This information is not analyzed in any way, but is used for transcriber comments.
2. **End of Utterance Punctuation.** Every utterance must end with one of these six punctuation symbols.
 - . Statement, comment. Do not use a period for abbreviations.
 - ~ Intonation prompt. Example: E And then you have to~
 - ^ Interrupted utterance. The speaker is interrupted and does not complete his/her thought/utterance.
 - ! Surprise, exclamation.
 - > Abandoned utterance. The speaker does not complete his/her thought/utterance but has not been interrupted.
 - ? Question.
3. **{ } Comments within an utterance.** Example: C Lookit {C points to box}.
Nonverbal utterances of communicative intent are placed in braces. Example: C {nods}.
4. **Unintelligible Segments.** X is used to mark unintelligible sections of an utterance. Use X for an unintelligible word, XX for an unintelligible segment of unspecified length, and XXX for an unintelligible utterance.
Example 1: C He XX today. Example 2: C XXX.
5. **Bound Morphemes.** Words which contain a slash "/" indicate that the word is contracted, conjugated, inflected, or pluralized in a regular manner. The root word is entered in its conventional spelling followed by a slash "/" and then the bound morpheme.
 - English and Spanish**
 - /S Plural. Words that end in "s" but represent one entity are not slashed.
Examples: kitten/s, baby/s, pants, rana/s, feliz/s, flor/s
 - English only**
 - /Z Possessive inflection. Examples: dad/z, Mary/z. Do not mark possessive pronouns, e.g., his, hers, ours, yours.
 - /S/Z Plural and Possessive. Example: baby/s/z
 - /ED Past tense. Predicate adjectives are not slashed. Examples: love/ed, die/ed, was tired, is bored
 - /3S 3rd Person Singular verb form. Irregular forms are not slashed. Examples: go/3s, tell/3s, does
 - /ING Verb inflection. The gerund use of the verb form is not slashed. Examples: go/ing, run/ing, went swimming
 - /N'T, /T Negative contractions. Irregular forms are not slashed. Examples: can/'t, does/'n't, won't
 - /LL, /M, /D, /RE, /S, /VE Contractible verb forms. Examples: I/ll, I/m, I/d, we/re, he/s, we/ve
6. **Bound Pronominal Clitics** (Spanish). Pronominal clitics may be either bound or unbound. When bound, they are preceded by a plus sign. Examples: gritando+le, deja+lo, dá+me+lo
7. **Mazes.** Filled pauses, false starts, repetitions, reformulations, and interjections.
() Surrounds the words/part-words that fall into these categories. Example: C And (then um) then (h*) he left.
8. **Omissions.** Partial words, omitted words, omitted bound morphemes, and omitted pronominal clitics are denoted by an asterisk (*).
 - * Following one or more letters this indicates that a word was started but left unfinished. Example: C I (w* w*) want it.
 - * Preceding a word indicates that an obligatory word was omitted. Example: C Give it *to me.
 - /* Following a slash the * is then followed by the bound morpheme which was omitted, indicating the omission of an obligatory bound morpheme. Example: C The car go/*3s fast.
 - +* Following a plus sign the * is then followed by the Spanish clitic which was omitted, indicating the omission of an obligatory pronominal clitic. Example: C Él está gritando+*le a la rana.
9. **Overlapping Speech.** When both speakers are speaking at the same time, the words or silences that occur at the same time are surrounded by angle brackets < >.
 - Example 1: C I want you to do it < > for me. E <Ok>.
 - Example 2: C Can I have that <one>? E <Uhhuh>.
10. **Linked words.** The underscore "_" is used to link multiple words so they are treated as a single word. Examples include titles of movies and books, compound words, proper names, and words or phrases repeated multiple times.

- 11. Root identification.** The vertical bar “|” is used to identify the root word.
- English uses:** The root words of irregular verb forms such as “went” or “flew” are not identified.
 Linked words repeated for emphasis. Examples: C The boy ran very very_very/very fast.
 Non-words used in error. C He goed|go[EO:went] by
 hisself|himsel[EW:himsel].
 Shortened words. C He was sad cuz|because they left.
- Spanish uses:**
 Inflected word forms. Examples: C Habia|haber una vez un niño que tenía|tener una rana.
 Diminutives. C El perrito|perro tumbó|tumar las abeja/s.
 Linked words repeated for emphasis. C Dijeron rana rana_rana|rana dónde estás.
 Non-words used in error.
- 12. Sound Effects and Idiosyncratic Forms %.** The percent sign is used to identify sound effects which are essential to the meaning or structure of the utterance. Non-essential sound effects are entered as comments. Strings of the same sound are linked together.
 Example 1: C The dog went %woof_woof. Example 2: C The dog barked {woof woof}.
 The percent sign is also used to identify idiosyncratic forms: non adult-like production of very young children which are consistent in reference to an object, person, or situation.
 Example 1: C See %vroom {car}. Example 2: C My %coopa {cookie}.
- 13. Spelling Conventions.**
- Filled pause words: AH, EH, ER, HM, UH, UM, and any word with the code [FP]
 - Yes words: OK, AHA, MHM, UHHUH (*English & Spanish*)
 YEAH, YEP, YES (*English only*)
 Sí (*Spanish only*)
 - No words: NO, AHAH, MHMH, UHUH (*English & Spanish*)
 NAH, NOPE (*English only*)
 - Numbers (*examples*): 21 or TWENTYONE, 17 or DIECISIETE
 - Reflexive vs Non-reflexive pronouns (*Spanish only*)
 The following pronouns can be used both reflexively and non-reflexively: ME, TE, SE, OS, NOS. Attach the code [X] when used reflexively. Examples: C El niño se[X] fue con el perro.
 C El perro me ayudó a conseguir la rana.
 - Concatenatives: GONNA, GOTTA, HAFTA, LIKETA, OUGHTA, SPOSTA, TRYNTA, WANNA, WHATCHA
 - Other English spellings:

AIN'T	HMM	NOONE	OURS
ALOT	HUH	NOPE	OH, OOH
DON'T	LET'S	OOP, OOPS, OOPSY	UHOH
- 14. [] Codes.** Codes are used to mark words or utterances. Codes are placed in brackets [] and cannot contain blank spaces. Codes used to mark words are inserted at the end of a word with no intervening spaces between the code and the word.
- Codes used to mark errors in the reference database samples:
 [EO:] marks overgeneralization errors C He falled|fall[EO:fell].
 [EW:] marks other word-level errors C He were[EW:was] look/ing.
 [EU] marks utterance-level errors C And they came to stop/ed [EU].
Bilingual databases only
 [EW] marks extraneous words C And then the boy is a[EW] sleep/ing.
 - Other codes used in the reference database samples:
 [FP] marks non-standard filled pause words C The dog (um like[FP]) fell down.
 [SI-0], [SI-1], etc. used for subordination index coding something [SI-2]. C He came back because he forgot
Bilingual databases only
 [CS] marks code-switched words C The dog fell from la[CS] ventana[CS].
 [F] marks fragments due to utterance segmentation using modified communication units C The gopher look/ed out of the hole.
 [I] marks imitations of vocabulary provided by the examiner C and bit the boy [F].
 C And then the :05 <- ow[I] scare/ed him.
 E <Ow>.
 C And then fell down the dog and the boy
 [WO] marks utterances with non-standard word order
 [WO].
 [X] marks Spanish reflexive pronouns C El niño se[X] fue con el perro.

Note. Adapted from “Assessing Language Production Using SALT Software: A Clinician’s Guide to Language Sample Analysis (2nd ed.),” by J. F. Miller, K. Andriacchi, and A. Nockerts, 2015, p. 331-334. Middleton, WI: SALT Software, LLC.

APPENDIX D

TEACHER READ ALOUD TRANSCRIPTIONS

fb_5059.slt

1 \$ Teacher
2 + ParticipantId: FB_5059
3 + Context: Classroom Instruction
4 + Story: Albert's Impossible Toothache
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:28
11 T Now, let/us remember :02 what book we read last time [SI-2].
12 T Do you remember the information book we read last time [SI-2]?
13 T What was it [SI-1]?
14 T Yes [SI-X].
15 T It was Sea Turtle/s [SI-1].
16 T OK [SI-X].
17 = [2]
18 T So do you think Albert is a sea turtle or a land turtle [SI-2]?
19 = [3]
20 T Why do you think he/'s a land turtle [SI-2]?
21 = [2]
22 T (He/'s a) is he in the water [SI-1]?
23 T No [SI-X].
24 T He/'s in the bed [SI-1].
25 T He/'s in the bed [SI-1].
26 T So I/'m think/ing he/'s a land turtle too [SI-2].
27 T Who do you think the main character of this book is [SI-2]?
28 = [2]
29 T Albert [SI-X].
30 T Why do you think that [SI-1]?
31 = [5]
32 T He/'s on the front (cow*) cover [SI-1].
33 T His name is in the title Albert's Impossible Toothache [SI-1].
34 T Now, tell me something [SI-X]>
35 ; :02
36 T Well, no [SI-X].
37 T I/'m gonna ask you [SI-1].
38 T I/'m not gonna have you tell me [SI-2].
39 T I/'m gonna ask you a question [SI-1].
40 T Why do you think it/'s called Albert's Impossible Toothache [SI-2]?
41 T S_name [SI-X].
42 = [2]

43 T Because it never stop/3s [SI-1]?
 44 T What does impossible mean, first of all [SI-1]?
 45 T Could never happen [SI-0].
 46 T That/'s exactly what it mean/3s [SI-2].
 47 T Could/n't happen or not possible [SI-0].
 48 T That/'s what impossible mean/3s [SI-2].
 49 T So why is this book called Albert's Impossible Toothache [SI-1]?
 50 = [2]
 51 T {Gasps} he never had a tooth [SI-1].
 52 T Why does/n't he (ha*) ever have a tooth [SI-1]?
 53 = [2]
 54 T Because he/'s a turtle [SI-1].
 55 T Right [SI-X].
 56 T And turtle/s don't have teeth [SI-1].
 57 T So that/'s why it/'s called Albert's Impossible Toothache because it could/n't happen [SI-3].
 58 T He could/n't have a toothache [SI-1].
 59 T So what do you think he has [SI-2]?
 60 T Why do you think it/'s called Albert's Impossible Toothache [SI-2]?
 61 T A nose ache, a mouth ache [SI-X]?
 62 T E_name [SI-X].
 63 = [5]
 64 T OK, something about (his) his egg tooth [SI-X].
 65 T OK [SI-X].
 66 T What else [SI-X]?
 67 ; :02
 68 T Any other idea/s [SI-0]?
 69 T Well, you know what I think [SI-2]?
 70 T I think in this story Albert (has) maybe has a different idea of what a toothache is [SI-3].
 71 T So like you were say/ing, maybe it/'s a mouth ache or a nose ache or something [SI-2].
 72 T I think he has a different idea [SI-2].
 73 T So (let/'us) let/'us read and find out [SI-1].
 74 = [45]
 75 T *do You know what pause mean/3s [SI-2]?
 76 T Right [SI-X].
 77 T To stop just for a minute [SI-X].
 78 T That/'s right [SI-1].
 79 T OK [SI-X].
 80 T So now (we*) we/'ve decided that since (he has) he does/n't have any teeth it would be impossible for him to have a toothache [SI-3].
 81 T But he does have something [SI-1].
 82 T So we/'re gonna read and find out what his problem is, OK [SI-2]?
 83 T Now, this book, do you think it/'s an information book or a story book [SI-2]?
 84 = [2]
 85 T Yeah, and of course [SI-X].

86 T (Why do you) why do you think that [SI-1]?
 87 = [3]
 88 T Yep [SI-X].
 89 T Yep [SI-X].
 90 T Any other reason [SI-0]?
 91 = [6]
 92 T Oh, (a na* like[FP]) a person/z name [SI-X]?
 93 T OK [SI-X].
 94 = [12]
 95 T Right [SI-X].
 96 T (It does/n't) it/'s not state/ing (like[FP] um) "the sea turtle/z teeth or the sea turtle/s don't have" or something like that [SI-3].
 97 T Right [SI-X].
 98 T R_name [SI-X].
 99 T Put your head up [SI-1].
 100 = [3]
 101 T Uhhuh [SI-X].
 102 = [2]
 103 T Yeah [SI-X].
 104 T That/'s right [SI-1].
 105 T (Does did) does[EW:do] turtle/s wear pajamas [SI-1]?
 106 T No [SI-X].
 107 T OK, good job [SI-X].
 108 = [4]
 109 T What does the illustrator do [SI-2]?
 110 T Right [SI-X].
 111 T Alright [SI-X].
 112 T So let/'us read about Albert's impossible toothache [SI-1].
 113 T Ooh, where do you think he live/3s [SI-2]?
 114 = [3]
 115 T Oh, look at that beautiful sunset [SI-1].
 116 = [31]
 117 T What does that mean [SI-1]?
 118 T No teeth [SI-X].
 119 = [13]
 120 T And impossible mean/3s what [SI-1]?
 121 = [2]
 122 T Right [SI-X].
 123 = [29]
 124 T Because remember what turtle/s like to eat [SI-2].
 125 = [14]
 126 T Q_name, come over here please [SI-1].
 127 T Come and sit down [SI-1].
 128 = [16]

... ..
129 T (Why do you think she/'s so) why is the mom so worried [SI-1]?
130 T Oh like in [SI-X]>
131 T Good connection [SI-X].
132 T Who said that [SI-1]?
133 T Like in Wimberly Worried [SI-X].
134 T That/'s right [SI-1].
135 T Wimberly worry/ed about everything [SI-1].
136 T Why is the mom worried [SI-1]?
137 = [7]
138 T Yeah [SI-X].
139 T OK [SI-X].
140 = 7:14
141 - 3:37

fb_5069.slt

1 \$ Teacher
2 + ParticipantId: FB_5069
3 + Context: Classroom Instruction
4 + Story: Owl Moon
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:14
11 T Now, we start/ed talking about poetry [SI-1].
12 T And I think you/I'll see why I chose this book [SI-3].
13 T I think you/I'll see why I chose this book [SI-3].
14 T When we get to the end I/I'm gonna ask you if you have an idea [SI-3].
15 T So be thinking about what we talk/ed about as far as poem/s go [SI-2].
16 T And [SI-X]>
17 = [3]
18 T No, of course not [SI-X].
19 T But I think you might have a good idea [SI-2].
20 T It did win a medal [SI-1].
21 T (This won a Caldecott um) this was a Caldecott award (uh) winner, *a Caldecott medal, which is an award they give each year for the best picture book of the year [SI-3].
22 T And this one won [SI-X]>
23 T Let me see what year it was [SI-2].
24 = [4].
25 T OK, good [SI-X].
26 T We'll see if your thinking is right [SI-2].
27 T This was for 1987, that year [SI-1].
28 T This *is called Owl Moon, OK [SI-0]?
29 T This is one of my favorite/s [SI-1].
30 T It/s very relaxed [SI-1].
31 = [33]
32 T E_name and G_name, we/re read/ing Owl Moon [SI-1].
33 T And we/re think/ing about poetry as we read this and think/ing about why I might have (chi*) chosen this book [SI-3].
34 = [31]
35 T Pa is the dad [SI-1].
36 T Pa, like Papa [SI-X].
37 T Mhm [SI-X].
38 = [2]
39 T Are you think/ing [SI-1]?
40 T Yes, good [SI-X].

41 = [33]
 42 T Ooh, let/'us see if we can find out [SI-2].
 43 = [7]
 44 T Now C_name, you said, "what is owling" [SI-2]?
 45 T If you had to take a guess right now before we go any further, what would you think [SI-3]?
 46 = [3]
 47 T I/'m ask/ing C_name [SI-1].
 48 = [2]
 49 T (What would you) what would your guess be (as) about what owling is [SI-2]?
 50 T What would you guess if you just had to take a guess [SI-2]?
 51 = [8]
 52 T Oh, (you/'re) you [SI-X]>
 53 T Listen to my word/s because you/'re think/ing I/'m say/ing XX [SI-X].
 54 T And (I) I see why you/'re confused because it does/n't match the story, does it [SI-4]?
 55 T But what I/'m say/ing is owling [SI-2].
 56 T Remember, it/'s called Owl Moon [SI-1].
 57 T So C_name, now, what do you think "owling with Pa" would be [SI-2]?
 58 = [2]
 59 T OK [SI-X].
 60 T And why would they be walking for a long time being super quiet [SI-1]?
 61 = [7]
 62 T What kind of animal/s [SI-X]?
 63 = [6]
 64 T Let me hear C_name [SI-1].
 65 = [14]
 66 T OK [SI-X].
 67 T Everybody stop for a minute and think about what you think owling might be [SI-3].
 68 T Stop and think [SI-1].
 69 T Don't tell me [SI-1].
 70 T Stop and think [SI-1].
 71 ; :02
 72 T Let me see a thumb/s up when you have an idea [SI-2].
 73 ; :03
 74 T OK [SI-X].
 75 T See if you/'re right [SI-2].
 76 T Let/'us go on [SI-1].
 77 = [43]
 78 T XXX [SI-X].
 79 = [20]
 80 T What/'s shrugged [SI-1]?
 81 T Show me shrugged [SI-1].
 82 T That/'s it [SI-1].
 83 = [13]
 84 T Look carefully [SI-1].

85 T Yeah [SI-X].
 86 T That/'s a raccoon [SI-1].
 87 T But wait a minute [SI-1].
 88 T What are they look/ing for [SI-1]?
 89 T An owl [SI-X].
 90 = [3]
 91 T They/'re go/ing (like[FP]) hunt/ing for it [SI-1].
 92 T But do you think they/'re go/ing hunting (like[FP]) to shoot something [SI-2]?
 93 T No [SI-X].
 94 T They/'re go/ing because (they wanna) they wanna do what [SI-2]?
 95 T They wanna see it [SI-1].
 96 T And they wanna (like[FP]) hear it [SI-1].
 97 = [9]
 98 T Where/'s the palm of your hand [SI-1]?
 99 T So they imagine/*ed this icy hand, palm down on their back/s [SI-1].
 100 T That mean/3s right against your back, an icy hand [SI-1].
 101 T Would that make you feel good or bad [SI-1]?
 102 = [13]
 103 T Have you ever felt something that was so cold it felt like it was on fire [SI-4].
 104 T That/'s really cold [SI-1].
 105 = [3]
 106 T You got it [SI-1].
 107 = [41]
 108 T A_name, can you see [SI-1]?
 109 = [11]
 110 T What do you think a clearing might be [SI-1]?
 111 T Where it/'s all clear [SI-1].
 112 T See [SI-1].
 113 T There/'s all these thick tree/s [SI-1].
 114 T And here it/'s clear [SI-1].
 115 = [26]
 116 T What/'s sighed [SI-1]?
 117 = [42]
 118 T What is it {whispered} [SI-1]?
 119 = [3]
 120 T A great horned owl [SI-X].
 121 = [24]
 122 T (Why) why did/n't they go, "yay, yay" [SI-1]?
 123 = [2]
 124 T XXX [SI-X].
 125 T And when you go owling, you have to be [SI-2]~
 126 = [5]
 127 T I see some people here that could go owling [SI-2].
 128 = [32]

129 T Look carefully [SI-1].
 130 = [5]
 131 T You need to sit up [SI-1].
 132 = [14]
 133 T Why did he do that [SI-1]?
 134 = [2]
 135 T So they could see him [SI-1].
 136 = [21]
 137 T Exactly [SI-X].
 138 T Now wait a minute [SI-1].
 139 T Do you think it was really a hundred minute/s [SI-2]?
 140 T Why do you think they say that [SI-2]?
 141 = [3]
 142 T They could/n't stare for that long [SI-1].
 143 T But did it maybe seem like a long time [SI-1]?
 144 T (Their) the author/'s (ge*) let/ing us think it was a long time that the owl sat there staring at them [SI-3].
 145 = [24]
 146 T What does that mean [SI-1]?
 147 T I was a shadow as we walk/ed home [SI-2].
 148 T *He did/n't say anything [SI-0]?
 149 T *He went along with Pa [SI-0].
 150 T Mhm [SI-X].
 151 = [22]
 152 T Alright [SI-X].
 153 T Now wait a minute [SI-1].
 154 T I ask/ed you a question before I start/ed [SI-2].
 155 T Why did I pick this book, do you think [SI-2]?
 156 = 13:16
 157 -4:20

fb_5071.slt

1 \$ Teacher
2 + ParticipantId: FB_5071
3 + Context: Classroom Instruction
4 + Story: Albert's Impossible Toothache
5 + Transcriber:
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:23
11 T So we/'re gonna reread one last time [SI-1].
12 T And it/'s important to reread our story/s :02 so that we can enjoy it, right [SI-2]?
13 T And so we can think about our retell *and make sure that we/'re include/ing everything that is important
that happen/ed in the story [SI-4].
14 T Are you OK [SI-1]?
15 T OK [SI-X].
16 T Well, just don't touch it [SI-1].
17 T And we/'ll see how it feel/3s in a few minute/s, OK [SI-2]?
18 T OK [SI-X].
19 T You can go get a wet paper towel [SI-1].
20 ; :03
21 T Alright [SI-X].
22 T But yesterday when we read :02 we learn/ed some new word/s [SI-2].
23 T And when we/'re read/ing this story, when you hear a vocabulary word, *I just want you to give me a
thumb/s up just like that [SI-2].
24 T So one of the first word/s that I want you to be listening for in our story is the word impossible [SI-2].
25 T And what does impossible mean [SI-1]?
26 T You guy/s are gonna tell me what impossible mean/3s [SI-2].
27 T L_name [SI-X].
28 = [5]
29 T Impossible [SI-X].
30 T Can you say it again [SI-1]?
31 T Impossible [SI-X].
32 = [5]
33 T It could never happen [SI-1].
34 T It can/'t [SI-1].
35 T It can/'t happen [SI-1].
36 T (The) it could not happen [SI-1].
37 T So C_name, what does it mean [SI-1]?
38 = [2]
39 T It could never, ever happen [SI-1].
40 T So impossible mean/3s it could never happen [SI-2].

41 T So we/'re gonna be listening for this word [SI-1]?
 42 = [2]
 43 T Impossible, OK [SI-X]?
 44 T (Next word) the next word is worried [SI-1].
 45 T And that mean/3s to be concerned about something [SI-1].
 46 T So M_name, what does worried mean [SI-1]?
 47 = [2]
 48 T To be concerned about something [SI-X].
 49 T C_name, what does worry mean [SI-1]?
 50 = [3]
 51 T Can you say XX worry [SI-X].
 52 T To worry mean/3s [SI-1]~
 53 = [5]
 54 T To worry mean/3s to be concerned about something [SI-1].
 55 T G_name, can you say it [SI-1]?
 56 = [4]
 57 T Good [SI-X].
 58 T So worry mean/3s to be concerned about something [SI-1].
 59 T So when you hear that word worry [SI-X]^
 60 T Concerned mean/3s you/'re afraid for it [SI-2].
 61 T So if you forget to lock your front door and you left your door open, you would be worried that someone might go in and take your thing/s [SI-4].
 62 T You would be concerned that somebody might go through your thing/s [SI-2].
 63 T Alright [SI-X]?
 64 T So if you hear the word worry just give me a thumb/s up [SI-2].
 65 T If you hear the word impossible just give me a thumb/s up [SI-2].
 66 T XXX [SI-X].
 67 T And the last one I want you to be listening for is the word announce [SI-1].
 68 T Remember hearing that word yesterday [SI-0]?
 69 T So announce mean/3s to say out loud and often officially [SI-1].
 70 T So K_name, what does announce mean [SI-1]?
 71 = [3]
 72 T To say out loud [SI-X].
 73 T To s* [SI-X]^
 74 T To say out loud [SI-X].
 75 T G_name, what does it mean [SI-1]?
 76 T Say out loud [SI-X].
 77 T C_name (what is the) can you say the whole thing [SI-1]?
 78 = [5]
 79 T To say out loud [SI-X].
 80 T So M_name, what does announce mean [SI-1]?
 81 T OK [SI-X].
 82 T And K_name, can you say the whole thing [SI-1]?
 83 T Announce mean/3s [SI-1]~

84 T To say out loud [SI-X].
 85 = [2]
 86 T Good [SI-X].
 87 T To say out loud [SI-X].
 88 T So when you hear any of these word/s, worry, impossible, or announce, you/'re just gonna give me a thumb/s up [SI-2].
 89 T Do you need to say anything with your voice [SI-1]?
 90 T No [SI-X].
 91 T Just make sure that you/'re listen/ing [SI-2].
 92 T And you can just give me a thumb/s up when you hear those word/s [SI-2].
 93 T Alright [SI-X].
 94 ; :03
 95 T So make sure that you are listen/ing and think/ing about the story because we/'re gonna do a whole retell after (we) we/'re finished reading. OK [SI-4]?
 96 T So make sure you/'re sit/ing on your bottom/s [SI-1].
 97 T And then we/'ll read[EW:retell] after we read [SI-2].
 98 T Yes [SI-X].
 99 T Go very quickly [SI-1].
 100 T Alright [SI-X].
 101 = [3]
 102 T And (we/'ve already) what kind of book did we say this was [SI-2]?
 103 T A fiction [SI-X].
 104 T So that/'s the very first thing we have to do before we start reading [SI-3].
 105 = [6]
 106 T And what did we say a toothache was [SI-2]?
 107 = [5]
 108 T What did we say a toothache was before we even read [SI-3]?
 109 T (Think) I like the way you guy/s XX [SI-X].
 110 T What/'s a toothache [SI-1]?
 111 = [6]
 112 T (But what/'s) but if you heard the word toothache [SI-X]^
 113 = [2]
 114 T Yeah.
 115 T When you have (a) an ache in your tooth [SI-1].
 116 T (Like[FP]) maybe you have a loose tooth or something [SI-1].
 117 = [3]
 118 T Well, we raise our hand/s [SI-1].
 119 T That tell/3s me that (you) you wanna share because if everybody just talk/3s at one time it make/3s it hard to hear each other [SI-4].
 120 T L_name [SI-X].
 121 = [2]
 122 T (Uh) OK [SI-X].
 123 T So we know that [SI-1].
 124 T Alright [SI-X].
 125 = [9]

126 T (Well) but we did/n't know that yet [SI-1].
127 T So (we know) because we read our story about turtle/s we thought it must be impossible, not possible,
because we know turtle/s don't have teeth [SI-6].
128 T And when we hear the word toothache we think of in our mouth [SI-2].
129 T No [SI-X].
130 T They just have strong jaw bone/s [SI-1].
131 T So he complain/ed *about a toothache [SI-1].
132 = [6]
133 T And [SI-X]>
134 T Yes [SI-X].
135 T You may [SI-1].
136 T Alright [SI-X].
137 = [40]
138 T And I like that I saw those thumb/s in the air X that word [SI-X].
139 T Good job [SI-X].
140 = 6:05
141 - 4:05

fb_5167.slt

1 \$ Teacher
2 + ParticipantId: FB_5167
3 + Context: Classroom Instruction
4 + Story: Hooway for Wodney Wat
5 + Transcriber:
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:16
11 T Good morning everybody [SI-X].
12 = [4]
13 T Put your finger on your nose if you've seen this story before [SI-2].
14 ; :02
15 T No [SI-X].
16 T Excellent [SI-X].
17 T I see only maybe half of you have seen it before [SI-2].
18 T Let/us see if you remember something about it [SI-2].
19 T What part of the book is this [SI-1]?
20 ; :04
21 T A_name [SI-X].
22 T The title [SI-X].
23 T And it/s on what {shakes page} [SI-1]?
24 = [4]
25 T (We) we/ll meet the character/s in just a minute [SI-1].
26 ; :03
27 T It/s on the cover [SI-1].
28 T Good [SI-X].
29 T Does anyone know what this is called [SI-2]?
30 = [2]
31 T Ooh, I love those hand/s up [SI-1].
32 T It show/3s me that you/re respect/ing our time [SI-2].
33 T E_name [SI-X].
34 T The spine [SI-X].
35 T What does spine start with [SI-1]?
36 T %Spa, %spa, S P, you got it [SI-1].
37 T What do you see on the back cover [SI-1]?
38 T There/s a front cover and a back cover [SI-1]?
39 T What kind of character/s do you think we/re go/ing to meet today [SI-3]?
40 ; :02
41 T D_name [SI-X].
42 T Mm, mice [SI-X].

43 T Maybe some mice [SI-X].
 44 T D_name, what else do yo think we can meet [SI-2]?
 45 T Maybe a hamster [SI-X].
 46 T C_name [SI-X].
 47 T A rat [SI-X].
 48 T Who in here has a pet rat [SI-1]?
 49 T Mm, I thought so Miss_M_name [SI-1].
 50 T Her name is C_name, right [SI-1]?
 51 T Excellent [SI-X].
 52 T OK [SI-X].
 53 T Does anybody know what this page is called [SI-2]?
 54 = [2]
 55 T C_name [SI-X].
 56 T The title page [SI-X].
 57 T Good [SI-X].
 58 T If you know the title, you may read it with me since we/re become/ing such great reader/s [SI-3].
 59 = [12]
 60 T A_name [SI-X].
 61 T (Y* she) it is [SI-1]?
 62 T Your sister/z name is L_name [SI-1]?
 63 T So just like in the book, I know somebody named L_name [SI-1].
 64 T Sit [SI-1].
 65 = [3]
 66 T Say, "just like in the book" [SI-1].
 67 = [4]
 68 T Good [SI-X].
 69 T And you just made a text to self connection [SI-1].
 70 T Yeah [SI-X].
 71 T Very cool [SI-X].
 72 T So is Helen Lester the author or the illustrator [SI-1]?
 73 = [2]
 74 T A_name [SI-X].
 75 T A_name [SI-X].
 76 T Author [SI-X].
 77 T Is Lynn Munsinger the author or illustrator [SI-1]?
 78 = [4]
 79 T Illustrator [SI-X].
 80 T So Lynn did what [SI-1]?
 81 T Did she write the word/s or draw the picture/s [SI-1]?
 82 = [2]
 83 T Oh, I think I trick/ed you [SI-2].
 84 T Lynn, who is the illustrator, did she write the word/s or draw the picture/s [SI-2]?
 85 T Draw the picture/s [SI-0].
 86 ; :03

fb_5170.slt

1 \$ Teacher
2 + ParticipantId: FB_5170
3 + Context: Classroom Instruction
4 + Story: Albert's Impossible Toothache
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:12
11 T (Um) he is in the turtle family [SI-1].
12 T He is a land turtle [SI-1].
13 T Yes [SI-X].
14 T (And the end um) at about twelve forty for dismissal [SI-X].
15 T (Just like [FP]) you run over to the other side [SI-1].
16 T Thank you XX [SI-X].
17 T (Uh) well ask [SI-X]>
18 T OK friend/s, go [SI-1].
19 T (Um) so this book is gonna be about a land turtle and something about his tooth [SI-1].
20 T My goodness [SI-X].
21 T (Um) so my first question you guy/s is, looking at this, and let me kinda open it up and give you a little preview, what do you think [SI-3]?
22 T Is this an information story, raise your hand, or a story story [EW:book] [SI-2]?
23 T Oh, raise your hand [SI-1].
24 T H_name, what do you think [SI-1]?
25 T Why do you think it/'s a story story [SI-2]?
26 ; :03
27 T Why do you think [SI-1]?
28 T You/'re right [SI-1].
29 T But why do you think [SI-1]?
30 ; :03
31 T K_name, wanna help her out [SI-0]?
32 = [4]
33 T Aw [SI-X].
34 = [5]
35 T Oh, very good [SI-X].
36 T These [SI-X]>
37 T Five, four, three, two one [SI-X].
38 T These turtle/s are do/ing thing/s that human/s do [SI-2].
39 T And we know that turtle/s act a little bit different than human/s [SI-2].
40 T Very good [SI-X].
41 T We know that the grown up word for a story story is called a what kind of book [SI-2]?

42 T Fiction [SI-X].
 43 T Very good [SI-X].
 44 T And the grown up word (for an infor*) for an information story is called [SI-1]~
 45 = [2]
 46 T You guy/s are too smart [SI-1].
 47 T Very good [SI-X].
 48 T Looking at the front cover guy/s, (who do you think this main character) who/'s gonna be (the) the main character of this story [SI-1]?
 49 T D_name [SI-X]?
 50 = [8]
 51 T I can get you some of that later sir [SI-1].
 52 T J_name, who do you think is gonna be the [SI-X]^
 53 T Oh, criss cross applesauce [SI-X].
 54 T Who do you think is gonna be the main character of this book [SI-2]?
 55 ; :02
 56 T Who do you think smart guy [SI-1]?
 57 = [4]
 58 T You think Albert/'s gonna be the main character [SI-2]?
 59 T Very good [SI-X].
 60 T There/'s two big word/s in this title [SI-1].
 61 T But I/'m very curious to see if you know [SI-2].
 62 T We know that Albert is the main character [SI-2].
 63 T And that/'s his name [SI-1].
 64 T What does impossible mean [SI-1]?
 65 T What does impossible mean [SI-1]?
 66 T K_name [SI-X]?
 67 = [8]
 68 T Oh, a special word for if it can/'t happen [SI-1].
 69 T (I) I think we should put it on our fancy word wall [SI-2].
 70 T There gonna [SI-X]>
 71 T K_name, great job [SI-X].
 72 T And what about toothache [SI-X]?
 73 T What/'s a toothache [SI-1]?
 74 = [2]
 75 T Oh, I love friend/s that raise their hand/s [SI-2].
 76 T A_name [SI-X].
 77 = [8]
 78 T OK [SI-X].
 79 T So it might be coming out [SI-1].
 80 T But your tooth is really hurt/ing [SI-1].
 81 T So [SI-3]^
 82 = [3]
 83 T (Um) well, some people might use it like that [SI-1].
 84 T But impossible pretty much you know what [SI_X]>

85 T (K*) T_name K_name, did you hear what K_name C_name said [SI-2]?
 86 T He said it pretty well [SI-1].
 87 T He said it/'s something that can/'t happen [SI-2].
 88 T Impossible [SI-X].
 89 T But wait a minute [SI-1].
 90 T Can/'t a toothache happen [SI-1]?
 91 T J_name, step away from here [SI-1].
 92 T So, wait a minute [SI-1].
 93 T I wonder why the author title/ed the book The Impossible Toothache [SI-2].
 94 T Hmm [SI-X].
 95 T We/'re go/ing to start our story [SI-1].
 96 T And (we might :02) we might have to put a bookmark in it [SI-1].
 97 T Body check [SI-X].
 98 ; :03
 99 T Albert's Impossible Toothache [SI-X].
 100 T I love the color/s in this book [SI-1].
 101 = [10]
 102 T J_name [SI-X].
 103 = [3]
 104 T What/'s an [SI-X]^
 105 = [2]
 106 T What does an egg mean [SI-1]?
 107 T Or [SI-X]>
 108 = [7]
 109 T What word are you curious about [SI-1]?
 110 = [2]
 111 T Toothache or complained [SI-X]?
 112 = [2]
 113 T Toothache [SI-X]?
 114 T It mean/3s there/'s pain in your tooth [SI-2].
 115 T Mhm [SI-X].
 116 T T_name, remember to raise your hand though [SI-1]?
 117 T D_name, that was a very smart thing to ask a question about a word *when you did/n't know what it was [SI-3].
 118 = [48]
 119 T Yes, R_name [SI-X]?
 120 = [6]
 121 T It mean/3s that you don't believe what someone is say/ing [SI-3].
 122 = [7]
 123 T No [SI-X].
 124 = [31]
 125 T Can you guy/s moan [SI-1]?
 126 T Oh [SI-X].
 127 T Sometime/s when you/'re not feel/ing to well you might give (a) a moan [SI-2].

... -

128 = [15]
129 T M_name, what do you think worried mean/3s [SI-2]?
130 T What does worry mean [SI-1]?
131 = [9]
132 T What do you think it mean/3s sweets [SI-2]?
133 T Wanna help him out C_name [SI-0]?
134 T What does worried mean [SI-1]?
135 = [10]
136 T He/'s worried about his teeth [SI-1]?
137 T Might be scared [SI-0].
138 T So is worrying a happy thing or a not so happy thing [SI-1]?
139 T Not so happy [SI-X].
140 T Not so happy [SI-X].
141 T XXX [SI-X].
142 T Very good [SI-X].
143 = [4]
144 T Wait a minute [SI-1].
145 T Who had an idea [SI-1]?
146 T The [SI-X]~
147 T The mother [SI-X].
148 = 7:47
149 - 4:27

fb_5293.slt

1 \$ Teacher
2 + ParticipantId: FB_5293
3 + Context: Classroom Instruction
4 + Story: Caps for Sale
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:17
11 T Before we read, let/'us talk about our focus [SI-2].
12 T Our focus today is go/ing be a detailed retell [SI-1].
13 T So who can tell me what would be part of detailed retell and what good reader/s need to be thinking about when they/'re read/ing [S-4]?
14 T Bless you [SI-X].
15 T G_name, can you tell us [SI-1]?
16 = [7]
17 T Great [SI-X].
18 T All of those thing/s are important in a detailed retell [SI-1].
19 ; :03
20 T Are you ready [SI-1]?
21 T OK [SI-X].
22 T We can tell the character/s and the setting in the beginning, using character/s name/s, where it happen/ed, when it happen/ed, telling the middle and the end and why the author wrote this story and what/'s important about this story [SI-5].
23 T OK [SI-X]?
24 T Good reader/s also do preview/s and make prediction/s about what/'s happen/ing [SI-2].
25 T And then they think while they/'re read/ing to see if that happen/ed [SI-3].
26 T Who has a prediction [SI-1]?
27 T Let/'us look [SI-1].
28 T The title is called Cap/s for Sale [SI-1].
29 T And look at the picture [SI-1].
30 T Who has a prediction about what/'s go/ing to happen [SI-2]?
31 T A_name, what do you notice [SI-1]?
32 T Monkey/s [SI-X].
33 T What do you notice about them [SI-1]?
34 T You think they/'re go/ing to take what [SI-2]?
35 = [2]
36 T Why do you think they/'re go/ing to take the hat/s [SI-2]?
37 = [2]
38 T Ah, because they/'re hide/ing [SI-1].
39 T I can see that too [SI-1].
40 T {Gasps} and the man is sleep/ing [SI-1].

41 T Mm, interesting [SI-X].
 42 T Any other prediction/s about what we think/'s go/ing to happen [SI-2]?
 43 T C_name, what do you think [SI-1]?
 44 = [7]
 45 T Oh, wait [SI-X].
 46 T Have you read this story before [SI-1]?
 47 T (H*) so how do you know the man came from this city [SI-2]?
 48 = [10]
 49 T OK [SI-X].
 50 T So that/'s[EW] your guess is you think he came all the way from the city [SI-3]?
 51 T OK [SI-X].
 52 ; :03
 53 T And then what/'s your prediction [SI-1]?
 54 = [17]
 55 T He might sell all the hat/s [SI-1]?
 56 T What give/3s you that idea [SI-1]?
 57 = [28]
 58 T Let/'us see if that happen/3s [SI-2].
 59 T Also, I notice/ed the title is Cap/s for Sale [SI-2].
 60 T So that might give you a clue that he/'s go/ing to try to sell them [SI-2].
 61 T Let/'us see if those prediction/s come true [SI-2].
 62 T Remember, we/'re go/ing to be thinking while we/'re read/ing to help us do a detailed retell, using lot/s of detail/s [SI-2].
 63 = [6]
 64 T By listening to that sentence what do you think a peddler is [SI-2]?
 65 ; :02
 66 T L_name [SI-X].
 67 = [2]
 68 T That/'s a good guess [SI-1].
 69 T A pile of cap/s [SI-X].
 70 T Listen to this [SI-1].
 71 = [3]
 72 T So that/'s describe/ing the man [SI-1].
 73 T What do you think a peddler is [SI-2]?
 74 T C_name [SI-X].
 75 T A seller [SI-X].
 76 T Exactly [SI-X].
 77 T A peddler mean/3s somebody who/'s sell/ing something [SI-2].
 78 T And what is this man sell/ing [SI-1]?
 79 T Hat/s or cap/s [SI-X].
 80 T In this story they call them cap/s [SI-1].
 81 T A_name and M_name, I need your attention up here please [SI-1].
 82 = [12]
 83 T That mean/3s he did/n't carry what he was sell/ing on his back [SI-3].

84 T Where did he carry it [SI-1]?
 85 T Good for you [SI-X].
 86 T He carry/ed them on the top of his head [SI-1].
 87 = [50]
 88 T What do you think he said [SI-2]?
 89 = [1:27]
 90 T {Gasps} [SI-X].
 91 T I heard alot of this {gasps} [SI-1].
 92 T That tell/3s me that you/'re think/ing while we/'re read/ing [SI-3].
 93 T If you/'re raise/ing your hand we can all hear each other/z comment/s [SI-2].
 94 T That tell/3s me that you were think/ing while we/'re[EW:we_were] read/ing [SI-2].
 95 T What do you notice M_name [SI-1]?
 96 = [4]
 97 T There/'s no more [SI-1].
 98 T There/'s just one [SI-1].
 99 T Whose cap is this [SI-1]?
 100 T That/'s his [SI-1].
 101 T The other one/s are gone [SI-1].
 102 T Do we have any clue/s on this page [SI-1]?
 103 T Do we have any clue/s on this page *about where they are[SI-1]?
 104 ; :02
 105 T L_name, do we have any clue/s on this page [SI-1]?
 106 = [5]
 107 T What give/3s you a clue on this page [SI-1]?
 108 = [5]
 109 T Because he does/n't have the cap/s anymore [SI-1].
 110 T Can we use the information from the cover and from this page [SI-1]?
 111 T Yes [SI-X].
 112 T And the back [SI-X].
 113 T Sometime/s the back give/3s us preview/s [SI-1].
 114 T Good observation [SI-X].
 115 = [29]
 116 T How would you be feeling right now [SI-1]?
 117 T A little sad [SI-X].
 118 T A little worried [SI-X].
 119 = [7]
 120 T {Gasps} let/'us see [SI-1].
 121 ; :03
 122 T Ah [SI-X].
 123 = [16]
 124 T On the preview I did/n't show you on the back, XX [SI-X].
 125 T The peddler [SI-X]>
 126 T Remember, the seller, the person selling [SI-0].
 127 = [20]

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fb_5383.slt

1 \$ Teacher
2 + ParticipantId: FB_5383
3 + Context: Classroom Instruction
4 + Story: The Extraordinary Egg
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:22
11 T And we learn/ed alot about butterfly/s [SI-1].
12 T (What) what are some of the thing/s we know about monarch butterfly/s [SI-2]?
13 T (E* um) M_name [SI-X].
14 = [17]
15 T OK [SI-X].
16 T I_name [SI-X].
17 = [4]
18 T OK [SI-X].
19 T They have three body part/s [SI-1].
20 T Can somebody name the three body part/s [SI-1]?
21 T J_name [SI-X].
22 = [11]
23 T Abdomen [SI-X].
24 T Good job J_name [SI-X].
25 T J_name [SI-X].
26 ; :02
27 T I can/'t hear you honey [SI-1].
28 T They have four wing/s [SI-1].
29 T R_name [SI-X].
30 = [2]
31 T They have an exoskeleton [SI-1].
32 T T_name [SI-X].
33 = [4]
34 T They have two antenna/s or feeler/s [SI-1].
35 T (Um) V_name [SI-X].
36 = [4]
37 T They have scale/s on their wing/s [SI-1].
38 T And what do those scale/s do V_name [SI-1]?
39 = [2]
40 T The pro* [SI-X]^
41 T And they are herbivore/s [SI-1].
42 T (Um) J_name [SI-X].

43 T They have six leg/s [SI-1].
 44 T And K_name [SI-X].
 45 = [5]
 46 T (They they they are) they are poisonous [SI-1].
 47 T So why are they (po*) poisonous [SI-1]?
 48 T B_name [SI-X].
 49 = [8]
 50 T So predator/s won't eat them [SI-1].
 51 T You/re right [SI-1].
 52 = [10]
 53 T They will stay away because they know (they/re) they/re (uh) poisonous [SI-2].
 54 T OK [SI-X].
 55 T I/m gonna read you another short monarch butterfly book [SI-1].
 56 T I want you to listen, OK [SI-1]?
 57 = [10]
 58 T It has a table of content/s [SI-1].
 59 T So we know it/s a non fiction book [SI-2].
 60 = [5]
 61 T And (they are) there/s a picture of the egg [SI-1].
 62 = [16]
 63 T Is that new [SI-1]?
 64 T Do we know (that it) that (chrysa* chrysa* chrys*) chrysalis was green with gold spot/s [SI-2].
 65 = [16]
 66 T South mean/3s they go down [SI-2].
 67 T And here/s a picture of the United States [SI-1].
 68 T And they/re go/ing south down to Mexico [SI-1].
 69 T And *do you remember *what that word migrate (meant) mean/3s [SI-2]?
 70 T I_man [SI-X].
 71 = [2]
 72 T They fly [SI-1].
 73 T So they move from one place to another, OK [SI-1]?
 74 ; :03
 75 T Why are they migrate/ing [SI-1]?
 76 T F_name [SI-X].
 77 = [3]
 78 T Because they/re cold blooded [SI-1]?
 79 ; :04
 80 T I_name [SI-X].
 81 = [4]
 82 T It/s winter (in North Am* in in) in the United States [SI-1].
 83 T So they go down where it/s [SI-2]~
 84 T Where it/s what [SI-1]?
 85 T Is it colder in Mexico [SI-1]?
 86 T It/s [SI-1]~

87 T Warmer [SI-X].
 88 T So they migrate to where it/s warmer [SI-2].
 89 = [4]
 90 T (What) what/s that season, autumn [SI-1]?
 91 T (What/s) what/s another name [SI-1]?
 92 T A_name [SI-X].
 93 T Fall [SI-X].
 94 T So they go to the same place every Fall or Autumn [SI-1].
 95 T They migrate north during the Spring [SI-1].
 96 T So when Spring come/3s they go back up to the north where (they were) they were before [SI-2].
 97 = [5]
 98 T What does that mean [SI-1]?
 99 T L_name [SI-X].
 100 = [8]
 101 T No [SI-X].
 102 T Actually they use the wind to help them fly so they don't have to flap their wing/s so much [SI-2].
 103 T So they[EW:it] help/3s them go to where they need to go [SI-1].
 104 = [3]
 105 T D_name, move spot/s please [SI-1].
 106 T Move up [SI-1].
 107 T Alright [SI-X].
 108 T (I I) I had other monarch butterfly book/s [SI-1].
 109 T But they were too long [SI-1].
 110 T So I have this other butterfly/s[EW:butterfly] book that I wanna read to you [SI-2].
 111 T Yes [SI-X].
 112 = [2]
 113 T OK, mm [SI-X].
 114 = [24]
 115 T J_name, *do you know what [SI-1]?
 116 T Open the door [SI-1].
 117 T And sit right out there [SI-1].
 118 T You/re not be/ing funny [SI-1].
 119 ; :03
 120 T Right there [SI-X].
 121 T Sit right there [SI-1].
 122 T Sit down [SI-1].
 123 T And turn around [SI-1].
 124 T Turn around [SI-1].
 125 ; :03
 126 T Open the door all the way [SI-1].
 127 = [1:58]
 128 T Yes F_name [SI-X].
 129 = [3]
 130 T It must have some sticky thing [SI-1].

131 T Yes XX [SI-X].
132 = [3]
133 T (The ca* the ca*) but when they/'re butterfly/s maybe [SI-1].
134 = [48]
135 T Can you see them [SI-1]?
136 = [9]
137 T Yeah [SI-X].
138 T XXX [SI-X].
139 = [2]
140 T Yes, it is [SI-1].
141 = [5]
142 T Are these butterfly/s [SI-1]?
143 T No [SI-X].
144 T (The) they are moth/s [SI-1].
145 T Moth/s look alot like butterfly/s [SI-1].
146 = [7]
147 T Is this a butterfly [SI-1]?
148 T Yes [SI-X].
149 T You can tell because it/'s wing/s are closed [SI-2].
150 = 9:58
151 - 3:54

fb_5384.slt

1 \$ Teacher
2 + ParticipantId: FB_5384
3 + Context: Classroom Instruction
4 + Story: Albert's Impossible Toothache
5 + Transcriber:
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:24
11 T And then I just wanna make sure that you know that after (we re*) we reread the story, you/'re gonna do a
retell of the story, OK [SI-4]?
12 ;:02
13 T Well A_name, (we did/n't) we had some people help us with the retell [SI-1].
14 T But we did/n't do the retell to your partner/s [SI-1].
15 T And now you need to make sure that when you/'re listen/ing to this story, that if you have a question or
you don't understand something, make sure that you raise your hand so we can ask Mrs.T_name [SI-6].
16 T Or maybe some of your friend/s can answer the question for you, OK [SI-1]?
17 T Now let/'us go back (and think about) and review some of those word/s that were in the story [SI-2].
18 T What about the word impossible [SI-X]?
19 T What does that word mean [SI-1]?
20 T D_name [SI-X].
21 = [4]
22 T Well, it/'s not necessarily not true [SI-1].
23 T But what [SI-X]?
24 = [2]
25 T (Um) now J_name [SI-X].
26 = [5]
27 T It mean/3s that something can never happen [SI-2].
28 T How about the word worry [SI-X]?
29 = [4]
30 T K_name, how about the word worry [SI-X]?
31 = [7]
32 T Not so much scared [SI-X].
33 T But [SI-X]>
34 = [2]
35 T Not shy [SI-X].
36 T Let/'us see if somebody can think of another word [SI-2].
37 T (You think) I think you/'re go/ing *in the right direction K_name [SI-2].
38 T But not so much scared [SI-X].
39 T A_name [SI-X].
40 = [11]

41 T So you/'re XX [SI-X].
 42 T You/'re maybe sad [SI-1].
 43 = [2]
 44 T Yep [SI-X].
 45 T That/'s very good [SI-1].
 46 T It/'s hard to explain (that that uh) that we/'re worried [SI-2].
 47 T But you use/ed an example [SI-1].
 48 T You said somebody/'s worried when somebody/'s hurt [SI-2].
 49 T Somebody/'s concerned, OK [SI-1]?
 50 T Or somebody feel/3s uneasy about something [SI-1].
 51 T How about the word announce [SI-X]?
 52 T Announce [SI-X].
 53 T E_name [SI-X].
 54 = [3]
 55 T (Like[FP] when they a*) when they announce XX saying something loud and officially [SI-X].
 56 T Sometime/s we hear an announcement from the principal or the assistant principal telling us about something [SI-1].
 57 T (A) they announce the bus/s in the afternoon [SI-1].
 58 T That/'s right [SI-1].
 59 ; :02
 60 T Alright [SI-X].
 61 T I want you to listen (to) for those word/s when we/'re read/ing [SI-2].
 62 T J_name, can you go back to your spot [SI-1]?
 63 T Thank you [SI-X].
 64 ; :04
 65 T How about toothache [SI-X]?
 66 T What does that mean, the word toothache [SI-1]?
 67 T What does that mean [SI-1]?
 68 T D_name [SI-X].
 69 T When your tooth hurt/3s [SI-1].
 70 T That/'s right [SI-1].
 71 ; :03
 72 T OK [SI-X].
 73 ; :12
 74 T I/'m sorry [SI-1].
 75 T Hold on [SI-1].
 76 ; :02
 77 T I need to stop this thing [SI-1].
 78 T And it won't [SI-X]^
 79 - 3:29
 80 = audio shuts off
 81 - 3:39
 82 T Now we were talk/ing about a toothache [SI-1].
 83 T (Who w*) who know/3s what the word toothache mean/3s [SI-2]?

84 T A_name [SI-X].
 85 = [6]
 86 T Your tooth hurt/3s [SI-1].
 87 T That/'s right [SI-1].
 88 T So now I/'m gonna read this story again [SI-1].
 89 T Remember, if you have any question/s [SI-X]>
 90 T F_name, leave him alone [SI-1].
 91 T N_name, leave him alone [SI-1].
 92 T F_name, move all the way over here, *to the other side, next to J_name, please [SI-1].
 93 T Now I need you to be good listener/s please [SI-1].
 94 T No, (ja*) I said next to you A_name [SI-1].
 95 T J_name, you stay where you are [SI-1].
 96 T Stay where you are [SI-1].
 97 = [57]
 98 T So impossible mean/3s could/n't happen [SI-1].
 99 T Let/'us say the word impossible [SI-1].
 100 T Let/'us make sure everyone know/3s how to say that word [SI-2].
 101 T Impossible [SI-X].
 102 T And it mean/3s cannot happen [SI-1].
 103 ; :02
 104 T Ah [SI-X]!
 105 = [2:34]
 106 T Please stop [SI-X].
 107 T J_name, you need to move to your listening spot please [SI-1].
 108 = [1:03]
 109 T They/'re just say/ing (he had excu*) he was just make/ing it up so he would/n't have to go to school or eat any of his food [SI-3].
 110 T And maybe somebody want/ed to fight with him [SI-1].
 111 T So that/'s what his brother and sister were think/ing [SI-2].
 112 = [18]
 113 T Rememeber they/'re turtle/s [SI-1].
 114 T They eat insect/s and other thing/s [SI-1].
 115 = [2]
 116 T Well, they/'re not sea turtle/s [SI-1].
 117 T So they eat different thing/s than sea turtle/s do [SI-2].
 118 = [1:17]
 119 T It/'s Alvin [SI-1].
 120 = [4]
 121 T Ah, excuse me [SI-X].
 122 T Why are we talk/ing [SI-1]?
 123 T N_name [SI-X].
 124 = [17]
 125 T Now [SI-X].
 126 = [3]

127 T No, ah_ah_ah [SI-X].

128 T Now, after we read a story, we wanna explain why we like or enjoy this story, right, (and ho*) and how it help/3s us to remember what happen/3s in the story, OK [SI-5]?

129 ; :03

130 T So we/'re gonna use the retell sheet to help us tell the story to a friend or when you go home to a family member, *like your mom and dad [SI-2].

131 T So the first thing Mrs. T_name is gonna do is (when a go) Mrs. T_name is gonna go through the story retell sheet real quick and tell you what a retell should sound like [SI-4].

132 T And then you/'re gonna go to your desk [SI-1].

133 T And you/'re gonna (tell your partner wha*) retell the story to your partner [SI-1].

134 T And then you/'re gonna tell them whether they (did) did a good job or not [SI-2].

135 T Or maybe they miss/ed something [SI-1].

136 T You can remind them [SI-1].

137 T F_name [SI-X].

138 T And then it/'s gonna be the next person/z turn, OK [SI-1]?

139 T Now I need you to listen [SI-1].

140 T I need you to give me five, four, three, two, one [SI-1].

141 T J_name, you/'re not listen/ing [SI-1].

142 T OK [SI-X].

143 T This is a fiction book [SI-1].

144 T The title of this book is Albert/z Impossible Toothache [SI-1].

145 T The main character is Albert, the turtle [SI-1].

146 = 13:13

147 - 5:52

fb_5455.slt

1 \$ Teacher
2 + ParticipantId: FB_5455
3 + Context: Classroom Instruction
4 + Story: Butterfly Boy
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:25
11 T So, now that we've talked about the title [SI-X]>
12 T XXX [SI-X].
13 = [4]
14 T (Wha*) what sweetie [SI-X]?
15 T That's the person/z name, Virginia Kroll [SI-1].
16 = [3]
17 T Yeah [SI-X].
18 T The other person/'s probably Spanish because his name sound/3s Spanish, does/n't it [SI-3]?
19 = [4]
20 T Close, yeah [SI-X].
21 T XXX [SI-X].
22 T So, what/'s the first thing we need to do now that we've read the title, the author and the illustrator [SI-3]?
23 = [2]
24 T See if it/'s an information book or a story book [SI-1].
25 T OK [SI-X].
26 T If you think this might be an information book you can raise your hand [SI-2].
27 T If you think this might be a story book you can raise your hand [SI-2].
28 T What do you need to do [SI-1]?
29 T OK [SI-X].
30 T N_name, what make/3s you think it/'s a story book [SI-2]?
31 = [7]
32 T The picture/s don't look real [SI-1].
33 T V_name E, what do you think [SI-X].
34 = [9]
35 T What sweetie [SI-X]?
36 = [4]
37 T You think it/'s an information book [SI-2].
38 T What make/3s you think it/'s an information book [SI-2]?
39 = [6]
40 T I/'m come/ing back to you [SI-1].
41 T Think about it [SI-1].

42 T Think about it [SI-1].
 43 T B_name, what do you think [SI-1]?
 44 = [3]
 45 T Let me show you the inside [SI-1].
 46 T E_name [SI-X].
 47 T OK, a story book [SI-X].
 48 T What make/3s you think it/'s a story book [SI-2]?
 49 = [6]
 50 T Because what [SI-X]?
 51 = [3]
 52 T Take your hand out of your mouth [SI-1].
 53 = [3]
 54 T Picture/s [SI-X]?
 55 T XX been (like[FP]) painted [SI-X].
 56 T *The picture/s have been painted [SI-1].
 57 T I_name [SI-X].
 58 = [9]
 59 T And what don't fly [SI-1]?
 60 = [2]
 61 T Human/s don't fly [SI-1].
 62 T OK [SI-X].
 63 T (Um) V_name E, it/'s your turn again [SI-1].
 64 T What do you think [SI-1]?
 65 T What make/3s you think it/'s a story book [SI-2]?
 66 = [3]
 67 T And what about the page made you think it was a story book [SI-2]?
 68 = [3]
 69 T The boy was fly/ing [SI-1]?
 70 T OK [SI-X].
 71 T Let/'us go ahead and get started [SI-1].
 72 T And you/'re right [SI-1].
 73 T It is a story book [SI-1].
 74 T And so why do we read a story book [SI-1]?
 75 T S_name [SI-X].
 76 T For fun and to [SI-X]~
 77 T Learn about who [SI-X]?
 78 = [2]
 79 T The main character [SI-X].
 80 T That/'s right [SI-1].
 81 T OK [SI-X].
 82 T So in a minute we/'re gonna get ready to think about who the main character might be, OK [SI-2]?
 83 T But before we do that there/'s an important word in this story [SI-2].
 84 T And it/'s a Spanish word, OK [SI-1]?
 85 T I/'m gonna say the word [SI-1].

86 T And if you speak Spanish and you know what the word is, raise your hand and tell us what it mean/3s, OK [SI-5]?

87 T In this story there is a character named Abuelo [SI-1].

88 T Abuelo [SI-X].

89 T Raise your hand if you know what abuelo mean/3s [SI-3].

90 T H_name [SI-X].

91 T Grandpa [SI-X].

92 T If you think it mean/3s grandfather, go like this [SI-2]?

93 T That/'s right [SI-1].

94 T It mean/3s grandfather [SI-1].

95 T OK, so can you say abuela[EW:abuelo] [SI-1]?

96 = [2]

97 T Abuela [SI-X].

98 T And it mean/3s what [SI-1]?

99 T Grandfather [SI-X].

100 T Yes G_name [SI-X].

101 = [4]

102 T You learn/ed it in your Spanish class, that word [SI-1].

103 T Good [SI-X].

104 T OK, so we have abuelo [SI-1].

105 T Now, look at the cover [SI-1].

106 T And the title is Butterfly Boy [SI-1].

107 T Using those clue/s, you can turn to the person next to you and guess who the main character might be [SI-2].

108 = [8]

109 T I think that we/'re gonna do it together [SI-2].

110 = [25]

111 T Three, two, one [SI-X].

112 T OK, I/'m wait/ing for a couple *of friend/s to show me they/'re ready [SI-2].

113 T H_name, what did your partner say [SI-1]?

114 = [2]

115 T The butterfly is the main character [SI-1]?

116 T OK [SI-X].

117 T H_name [SI-X].

118 T (The) this boy right here [SI-X]?

119 T *Do you think the boy is the main character [SI-1]?

120 T *Does anybody have a different idea, someone who said something different [SI-1]?

121 T J_name [SI-X].

122 = [3]

123 T Oh, yeah [SI-X].

124 T J_name said both of them [SI-1].

125 T S_name, I heard you say something interesting [SI-2].

126 T What did you say about the main character [SI-1]?

127 = [15]

... ..

128 T OK [SI-X].

129 T So she think/3s that the boy is called Butterfly Boy because the butterfly is there with him [SI-3]?

130 T OK [SI-X].

131 T Alright [SI-X].

132 T Yeah, interesting [SI-X].

133 T Alright [SI-X].

134 T So now that we/'ve taken a guess (:02 let's um let/'us think that uh) let/'us think about what S_name said [SI-3].

135 T This boy is called Butterfly Boy we think [SI-2].

136 T Now, does Butterfly Boy sound like a real name or a nickname [SI-1]?

137 T Think to yourself about that [SI-1].

138 T A real name or a nickname [SI-X]?

139 = 6:10

140 - 3:58

fb_5456.slt

1 \$ Teacher
2 + ParticipantId: FB_5456
3 + Context: Classroom Instruction
4 + Story: Dandelions
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:18
11 T What kinda thing/s do you think we might be (!*) hearing about in this book, Dandelion/s, Stars in the
Grass [SI-2]?
12 T What do you think we might be hearing about E_name [SI-2]?
13 = [2]
14 T What about dandelion/s [SI-X]?
15 = [6]
16 T How they grow [SI-1]?
17 T They have seed/s [SI-1].
18 = [6]
19 T At first they close up [SI-1].
20 T And then those white seed/s come out [SI-1].
21 T Good [SI-X].
22 T I like how you/'re use/ing book/s we/'ve already read about [SI-3].
23 T Good [SI-X].
24 = [3]
25 T What happen/3s [SI-1]?
26 T So, hmm [SI-X].
27 T E_name told me a fact we might learn about [SI-2].
28 T S_name told me a fact [SI-1].
29 T R_name had a question that the answer/'s a fact [SI-2].
30 T Do you think this book/'s gonna be fiction or non fiction [SI-2]?
31 = [3]
32 T Non fiction [SI-X].
33 T A_name, you said non fiction [SI-1].
34 T Why [SI-X]?
35 = [4]
36 T Dandelion/s are real flower/s [SI-1].
37 T What do you think the second part of the title meant [SI-1]?
38 T Dandelions, Stars in the Grass [SI-X].
39 T Star/s in the grass [SI-X].
40 T I thought there were star/s in the sky [SI-2].
41 T What does that mean, star/s in the grass [SI-1]?

42 T What does that mean, star/s in the grass [SI-1]?
 43 = [2]
 44 T There/'s a yellow flower in the middle of the grass [SI-1].
 45 T Maybe if you were up high it[EW:they] kinda look like little star/s maybe [SI-2].
 46 T Huh [SI-X].
 47 T Let/'us take a little read [SI-1].
 48 = [22]
 49 T Noble breed [SI-X].
 50 T What does noble mean [SI-1]?
 51 T Noble [SI-X].
 52 T S_name [SI-X].
 53 = [5]
 54 T (Put your) put your XX please [SI-X].
 55 = [7]
 56 T Oh, it/'s a good guess [SI-1].
 57 T (Um) it does/n't XX [SI-X].
 58 T Noble mean/3s it/'s very regal [SI-2].
 59 T It/'s almost like a king or a queen [SI-1].
 60 T So noble, very kingly or queenly [SI-X].
 61 = [21]
 62 T That/'s what A_name had said [SI-2].
 63 T Mhm [SI-X].
 64 = [21]
 65 T Why are the bee/s and the butterfly/s visit/ing the dandelion/s [SI-1]?
 66 T Why are they visit/ing the dandelion/s [SI-1]?
 67 T R_name [SI-X].
 68 T They want their nectar, right [SI-1]?
 69 T Why do they want their nectar [SI-1]?
 70 T It/'s their food [SI-1].
 71 T Thank you [SI-X].
 72 T Their food [SI-0].
 73 T Mm, I wonder what they/'re do/ing to the dandelion/s when they go to visit for the nectar [SI-3].
 74 T I wonder if they/'re do/ing anything [SI-2]?
 75 T A_name [SI-X].
 76 T They/'re eat/ing it [SI-1]?
 77 T And what might get stuck to their body when they eat the nectar [SI-2]?
 78 T We talk/ed about this in science [SI-1].
 79 T What might get stuck to their body when they/'re eat/ing the nectar [SI-2]?
 80 T And they might take *it somewhere else [SI-1].
 81 T A_name [SI-X].
 82 = [3]
 83 T The seed/s [SI-X].
 84 = [11]
 85 T We were talk/ing about that yesterday in our other book [SI-1].

86 T It fold/3s up [SI-1].
 87 T The yellow fall/3s out [SI-1].
 88 T And what happen/3s [SI-1]?
 89 T What happen/3s [SI-1]?
 90 ; :02
 91 T What happen/3s [SI-1]?
 92 T A_name [SI-X].
 93 = [9]
 94 T (It turn/3s back) it turn/3s into seed/s [SI-1].
 95 T It turn/3s into white, puffy seed/s, right [SI-1]?
 96 = [5]
 97 T Merge mean/3s comes [SI-1].
 98 = [9]
 99 T Ooh, what do you think delicate mean/3s [SI-2]?
 100 T Delicate [SI-X].
 101 T They form a perfect (cir*) circle [SI-1].
 102 T Delicate and light [SI-X].
 103 ; :02
 104 T M_name, that/'s one [SI-1].
 105 ; :02
 106 T E_name [SI-X].
 107 = [9]
 108 T Yeah [SI-X].
 109 T You have to be careful about them [SI-1].
 110 T (They/'re very) they/'re very fragile [SI-1].
 111 T It could break easily [SI-1].
 112 T *Have you ever had Mom or Dad say, "(s*) be very careful with that" [SI-3].
 113 T "It/'s glass" [SI-1].
 114 T "Don't drop it" [SI-1].
 115 T "It/'ll break" [SI-1].
 116 T It/'s fragile [SI-1].
 117 T You have to be very delicate [SI-1].
 118 = [7]
 119 T Yeah, because it/'s delicate [SI-1].
 120 T (It/'s v*) it can break very easily [SI-1].
 121 T These are very delicate [SI-1].
 122 T They can bend easily [SI-1].
 123 T They won't break [SI-1].
 124 T But they will bend [SI-1].
 125 = [21]
 126 T Yeah [SI-X].
 127 = [15]
 128 T And it has some more information about dandelion/s in the back [SI-1].
 129 T It/'s pretty neat [SI-1].

- 130 T And it say/3s different thing/s you can do with science and dandelion/s in the back also [SI-2].
- 131 T Hmm [SI-X].
- 132 T What we/re go/ing to do today boy/s and girl/s with our book is we/re gonna make a list, can I have everybody turn their body/s to the smart board, of all the different word/s that describe, adjective/s that describe dandelion/s or noun that/s like a dandelion [SI-7].
- 133 T And we can use some of the author/z word/s, some of Mia Posada/z word/s, to help us with that [SI-1].
- 134 T Hmm [SI-X].
- 135 T What/s one word that describe/3s a dandelion or word that make/3s you think of a dandelion [SI-4].
- 136 T (Y*) what it look/3s like [SI-1].
- 137 = 8:08
- 138 - 4:57

fb_5461.slt

1 \$ Teacher
2 + ParticipantId: FB_5461
3 + Context: Classroom Instruction
4 + Story: Butterfly Boy
5 + Transcriber: CC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:19
11 T Now, there were a couple word/s in this book that we had not heard before [SI-2].
12 T (Um) what was the name of the grandpa in this story, S_name [SI-1]?
13 T Abuello [SI-X].
14 T That/'s right [SI-1].
15 T Abuello is what language, S_name [SI-1]?
16 T Spanish [SI-X].
17 T That/'s right [SI-1].
18 T Abuello [SI-X].
19 T So everybody say abuello [SI-1].
20 T Abuello [SI-X].
21 T That mean/3s grandpa in Spanish [SI-1].
22 T OK now, we are go/ing to talk about a couple review word/s [SI-1].
23 T And then I/'ll read our story one last time [SI-1].
24 T And then we/'ll do our full story retell [SI-1].
25 T You/'ll get a chance to practice telling your story to one of your pinch partner/s [SI-1].
26 T So, when we were read/ing our story it talk/ed about the butterfly/s be/ing crimson brown and white [SI-3].
27 T What does crimson mean [SI-1]?
28 T Crimson [SI-X].
29 ; :03
30 T (Bers* uh) B_name [SI-X]?
31 = [4]
32 T It said crimson brown and white [SI-1].
33 = [4]
34 T They do like white [SI-1].
35 T But it said the butterfly/s are crimson brown and white [SI-2].
36 = [7]
37 T OK [SI-X].
38 = [7]
39 T It is a type of color [SI-1].
40 T What color is it, S_name [SI-1]?
41 = [4]

42 T Right, that red that deep dark red color [SI-X].
 43 T Crimson is deep just like we see on the title and on the butterfly/s [SI-2].
 44 T That deep dark red is called crimson [SI-1].
 45 T Everybody say crimson [SI-1].
 46 T Crimson [SI-X].
 47 T A_name is wear/ing a crimson colored shirt [SI-1].
 48 T Everybody say it [SI-1].
 49 T A_name is wear/ing a crimson colored shirt [SI-1].
 50 T Good job [SI-X].
 51 T That is some red too [SI-1].
 52 T That/'s another crimson color too, J_name [SI-1].
 53 T Good [SI-X].
 54 T The next word that we (um) heard in this story was sweltering [SI-2].
 55 T Sweltering [SI-X].
 56 T Sweltering was on this page [SI-1].
 57 T I/'ll show it to you [SI-1].
 58 T When it said "one sweltering, almost summer afternoon" [SI-1].
 59 T Sit up on your bottom [SI-1].
 60 T Your eye/s should be up here [SI-1].
 61 = [3]
 62 T What does sweltering mean, F_name [SI-1]?
 63 T No [SI-X].
 64 T A_name [SI-X].
 65 = [7]
 66 T What [SI-X]?
 67 T Sweltering [SI-X].
 68 T What does sweltering mean [SI-1]?
 69 = [3]
 70 T Sweltering [SI-X].
 71 = [16]
 72 T Sweltering almost summer afternoon [SI-X].
 73 T It/'s talk/ing about that afternoon [SI-1].
 74 T How does it feel in (um) summer [SI-1]?
 75 T How does it feel in summertime [SI-1]?
 76 T That/'s right S_name [SI-1].
 77 T It feel/3s hot [SI-1].
 78 T Everybody show me [SI-1].
 79 T Whew, it is sweltering [SI-1].
 80 T It is so hot outside [SI-1].
 81 T It/'s sweltering [SI-1].
 82 T OK [SI-X].
 83 T Let/'us look at another word [SI-1].
 84 T Ooh, this is a word everybody know/3s [SI-2].
 85 T We/'ve seen this word lot/s of time/s [SI-1].

86 T You need to keep on here [SI-1].
 87 T Or I'll hafta take it away [SI-1].
 88 T Hibernate [SI-X].
 89 T When it said the butterfly/s had to hibernate they flew across to someplace warmer [SI-3].
 90 T What does hibernate mean, A_name [SI-1]?
 91 =[4]
 92 T *It *mean/3s when animal/s sleep for a really long time [SI-1].
 93 T Usually during what season [SI-1]?
 94 T Winter [SI-X].
 95 T That/'s right [SI-1].
 96 T Winter [SI-X].
 97 T Good job [SI-X].
 98 T One more word that I think everybody know/3s is startled [SI-3].
 99 T When it said, "papa was startled" [SI-2].
 100 T "What", he said [SI-1]?
 101 T He was startled [SI-1].
 102 T What does startled mean, L_name [SI-1]?
 103 T Mad [SI-X]?
 104 T Sad [SI-X]?
 105 T Did he sound sad [SI-1]?
 106 T Let/'us go back and look [SI-1].
 107 = [14]
 108 T Startled [SI-X].
 109 T What is startled mean, L_name [SI-1]?
 110 T Confused or surprised [SI-X].
 111 T Confused or surprised, good job [SI-X].
 112 T OK [SI-X].
 113 T So now we are gonna read our story one last time [SI-1].
 114 T And why do we read story book/s again [SI-1]?
 115 T Why do we read them [SI-1]?
 116 ; :02
 117 T M_name [SI-X]?
 118 T To learn, a little bit [SI-X].
 119 T But more [SI-X]>
 120 T Why do we read story book/s [SI-1]?
 121 T Mostly we read information book/s to learn about a topic [SI-1].
 122 T Why do we read story book/s [SI-1]?
 123 = [3]
 124 T Say it again sweetie [SI-1].
 125 T Because it/'s fun [SI-1]!
 126 ; :03
 127 T OK [SI-X].
 128 T Friend/s need to keep their hand/s in their lap/s [SI-1].
 129 T Hand/s in your lap [SI-1].

130 ; :04
131 T Because it/'s fun [SI-1].
132 T It/'s nice to listen to a story [SI-1].
133 T Is/n't it [SI-1]?
134 T To entertain us, that/'s why we read story book/s [SI-2].
135 T OK [SI-X].
136 = [67]
137 T Can you fix it please [SI-1]?
138 T OK, keep your eye/s up here please [SI-1].
139 T Both of you should have your eye/s on the book [SI-1].
140 ; :07
141 T Hand it to me [SI-1].
142 T I ask/ed you to stop playing with it [SI-1].
143 T So it/'s mine [SI-1].
144 T Hand it to me [SI-1].
145 T Thank you [SI-X].
146 = [16]
147 T Turn your body around [SI-1].

148 = 7:47
149 - 5:08

fb_5472.slt

1 \$ Teacher
2 + ParticipantId: FB_5472
3 + Context: Classroom Instruction
4 + Story: What Kind of Seeds?
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:13
11 T Boy/s and girl/s, yesterday we talk/ed about how seed/s travel [SI-1].
12 T Does anybody remember anyway that a seed might travel [SI-2]?
13 T E_name [SI-X].
14 = [22]
15 T So the wind might blow it [SI-1].
16 T (And) or it might be one of the [SI-X]>
17 T What did we call those special type/s of seed/s when they stick to people [SI-2]?
18 T Do you remember [SI-1]?
19 = [3]
20 T Hitchhiker/s, right [SI-X].
21 T But R_name, thank you for raising your hand [SI-X].
22 T What would you like to share [SI-1]?
23 = [2]
24 T By water [SI-X].
25 T (How) what might travel by water [SI-1]?
26 T Maybe a coconut [SI-X].
27 T J_name [SI-X].
28 = [12]
29 T Mm, interesting [SI-X].
30 T Anything else [SI-X]?
31 T M_name [SI-X].
32 = [13]
33 T {Gasps} sometime/s the seed/s just pop out, right, of the fruit or of the pod [SI-1].
34 T They/'ll just pop out [SI-1].
35 T Right [SI-X].
36 T And K_name [SI-X].
37 = [7]
38 T Ah [SI-X].
39 T And E_name, one more time [SI-X].
40 = [13]
41 T Right [SI-X].
42 T (So it go/3s the) the animal will eat it [SI-1].

43 T And it stay/3s in its body [SI-1].
 44 T And then when the animal has moved on, it will poop it out [SI-2].
 45 T (And then it bec*) and then it will go into the ground [SI-1].
 46 T Remember, we talk/ed about this yesterday [SI-1].
 47 T We/'re first grader/s [SI-1].
 48 T We can handle that word [SI-1].
 49 T OK [SI-X].
 50 T K_name [SI-X].
 51 = [10]
 52 T Yeah [SI-X].
 53 T It will come out in their waste [SI-1].
 54 T Right [SI-X].
 55 T (That) waste is another word for poop, right [SI-1]?
 56 T And that/'s the word we/'re go/ng to be using, is[EW] waste [SI-2].
 57 T Yes [SI-X].
 58 = [3]
 59 T You/'re [SI-X]>
 60 = [4]
 61 T OK [SI-X].
 62 T Sometime/s they fall out [SI-1].
 63 T (Like[FP]) the wind will blow it [SI-1].
 64 T And (it) they fall out, (kind of) kinda like a salt shaker [SI-1].
 65 T Yeah [SI-X].
 66 T Just like what we were talk/ing about yesterday [SI-1].
 67 = [6]
 68 T Oh, very interesting [SI-X].
 69 T OK [SI-X].
 70 T I am so proud of you boy/s and girl/s for remembering so much about how seed/s travel [SI-2].
 71 T We just had our small discussion about it yesterday [SI-1].
 72 T Today we/'re gonna be reading this book [SI-1].
 73 T And (when) while we/'re read/ing it, I want you to be looking for the different way/s that seed/s travel [SI-3].
 74 T See if there/'s any way/s that we did/n't mention already [SI-2].
 75 T Are you ready [SI-1]?
 76 ; :02
 77 T So (what kind) what kind/s of seed/s are these [SI-1]?
 78 T And the author chose to write this book in a (very special style or) very special way [SI-1].
 79 T So (while you/'re) while you/'re listen/ing, listen for (wha*) the word/s that the author chose [SI-3].
 80 T Yes [SI-X].
 81 = [2]
 82 T Dandelion/s [SI-X].
 83 T You/'re right [SI-1].
 84 T Those are dandelion/s [SI-1].
 85 T OK [SI-X].

86 T XXX [SI-X].
 87 T We have alot of dandelion/s out in the playground too at recess [SI-1].
 88 ; :02
 89 T OK [SI-X].
 90 = [2]
 91 T And buttercup/s [SI-X].
 92 T Boy/s and girl/s, I/'m ready to begin reading [SI-1].
 93 T If you can make sure that you/'re sit/ing criss cross applesauce, your friend/s who are sit/ing behind
 you will appreciate it [SI-4].
 94 T U_name, can you please make sure you/'re sit/ing criss cross applesauce [SI-2]?
 95 T Thank you [SI-X].
 96 = [15]
 97 T It rhyme/3s [SI-1].
 98 T The author [SI-X]^
 99 = [10]
 100 T Six word/s that the author chose for what [SI-1]?
 101 = [2]
 102 T Describing seed/s and how they travel [SI-1]?
 103 T Right [SI-X].
 104 T I heard that too [SI-1].
 105 T Listen [SI-1].
 106 T Floater/s [SI-X].
 107 T What might they float [SI-1]?
 108 T Water [SI-X]?
 109 T (When) anything else?
 110 T Maybe in the air on the wind [SI-X].
 111 T Flyer/s [SI-X].
 112 = [2]
 113 T OK [SI-X].
 114 ; :02
 115 T (Um) buried aliver/s [SI-X].
 116 = [3]
 117 T They bury themselves in the ground [SI-1].
 118 T Exploder/s [SI-X].
 119 = [2]
 120 T They pop [SI-1].
 121 = [2]
 122 T Stickler/s [SI-X].
 123 T What does that mean [SI-1]?
 124 T Stick [SI-X]^
 125 T They stick to what [SI-1]?
 126 T Oh, they/'re sticky [SI-1].
 127 T Or they stick to you [SI-1]?
 128 T And hitchhiking trickster/s [SI-X].

129 T What does that mean [SI-1]?
130 T Yes [SI-X].
131 ; :02
132 T K_name, let/'us put our hand/s (in our) in our lap [SI-1].
133 = [14]
134 T Yeah [SI-X].
135 T So when you/'re walk/ing through the weed/s, (you might) when you get out of the weed/s you might
notice that there/'s all these little seed/s stuck to your pants [SI-4].
136 T And your mom (uh) she/'s not gonna let you come into the house with those on your pants is she [SI-2]?
137 T Or your dad [SI-X].
138 T Your dad might [SI-1]?
139 T So they/'re kind of tricky because you don't know they/'re there until after you get done walking through
the (tall) tall weed/s or the tall (um) grass [SI-4].
140 T And then you look down [SI-1].
141 = 6:08
142 - 3:39

fb_5551.slt

1 \$ Teacher
2 + ParticipantId: FB_5551
3 + Context: Classroom Instruction
4 + Story: Sleeping Bobby
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:20
11 T OK boy/s and girl/s, as you know, for the past week or two we have been talk/ing alot about a certain type of story [SI-2].
12 T What type of story/s have we been talk/ing about [SI-1]?
13 T M_name raise/ed his hand [SI-1].
14 T Cinderella was a type of it [SI-1].
15 T (What what) what kind of story is Cinderella [SI-1]?
16 T It/'s a [SI-1]~
17 T It/'s a fairytale [SI-1].
18 T (We/'ve read) what else have we read [SI-1]?
19 T Uhhuh [SI-X].
20 = [2]
21 T We read Cinderella/z Skeleton, which was what [SI-2]?
22 = [2]
23 T That was another version (of what stor*) of what fairytale [SI-1]?
24 T That was another version of Cinderella [SI-1].
25 T We/'ve also read a story called [SI-1]~
26 T Well, I/'m gonna show [SI-X]^
27 T Yeah [SI-X].
28 T We read a version of Sleeping Beauty called Sleepless Beauty [SI-1].
29 T And we talk/ed about thing/s that were the same and thing/s that were different in that story [SI-3].
30 T Well, I/'m gonna show you the cover of another story [SI-1].
31 T And I want you to tell me what story you think they use/ed to make this story [SI-3].
32 ; :02
33 T *It/'s called Sleeping Bobby [SI-0].
34 = [10]
35 T Hmm [SI-X].
36 T Is this a new version of something that we/'ve read [SI-2]?
37 T What do you think this is a new version of [SI-2]?
38 T I heard that O_name notice/ed something [SI-2].
39 T What did you notice [SI-1]?
40 = [2]
41 T Ah, this time it/'s not a princess sleep/ing [SI-1].

42 T It/s a prince sleep/ing [SI-1].
 43 T I want you to be listening to see what is the same and what is different in Sleeping Bobby [SI-3].
 44 T Think about Sleeping Beauty [SI-1].
 45 T What are the element/s of a fairytale that we have been look/ing (for) to see if[EW:that] they have in fairytale/s [SI-3]?
 46 T What are some thing/s we/ve been look/ing for [SI-2]?
 47 T Magic [SI-X].
 48 T I wonder if there/s any magic in here [SI-2].
 49 T What else have you been look/ing for [SI-1]?
 50 = [3]
 51 T A once upon a time beginning [SI-X].
 52 = [5]
 53 T So (we) the character/s [SI-X].
 54 T Mhm [SI-X].
 55 = [2]
 56 T Royal character/s [SI-X].
 57 T What else have we been look/ing for [SI-1]?
 58 T O_name [SI-X].
 59 T M_name and K_name, thank you [SI-X].
 60 T Oh [SI-X].
 61 = [9]
 62 T What else have we been look/ing for [SI-1]?
 63 T We said that we/ve been look/ing for magic, a once upon a time beginning, royal character/s [SI-2].
 64 T What else (is in some) is in some of our fairytale/s [SI-1]?
 65 T R_name [SI-X].
 66 T Good and bad character/s [SI-X].
 67 T What else S_name has been in some of our fairytale/s [SI-1]?
 68 = [2]
 69 T A happily ever after ending [SI-X].
 70 T Talking animal/s [SI-X].
 71 T All these different thing/s we/ve been look/ing for in our fairytale [SI-2].
 72 T So you have alot to be paying attention for in our book, Sleeping Bobby [SI-1].
 73 T So I hope you/re pay/ing attention because we/re gonna compare [SI-2].
 74 T Remember, that/s when you take two story/s and you see what/s the same and what/s different in Sleeping Bobby and Sleeping Beauty [SI-6].
 75 T (Uh) _name, I/m gonna be watching for you to be paying attention [SI-1].
 76 T So scoot your body [SI-1].
 77 = [23]
 78 T I/m sorry [SI-1].
 79 = [1:03]
 80 T It just said Bob this time [SI-1].
 81 T But in the title it was Bobby [SI-1].
 82 = [6]
 83 T You/re already see/ing some thing/s that are similar [SI-2]?

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- 84 T Alright, keep those in your mind [SI-1].
85 T Keep those in your mind [SI-1].
86 = [29]
87 T One of them had to be left out [SI-1].
88 T I wonder what/'s gonna happen with that one that had to be left out [SI-3].
89 T Think she/'s gonna be mad [SI-1]?
90 T Oh, let/'us read and find out [SI-1].
91 T You think she/'s gonna kind of be like the witch [SI-2]?
92 T The thirteenth wise women is gonna be like [SI-X]>
93 T Hmm [SI-X].
94 T Good thinking [SI-X].
95 T I like how you/'re think/ing about the other story/s [SI-2].
96 = [1:02]
97 T Mm [SI-X].
98 T Mhm [SI-X].
99 = [1:17]
100 T Kinda like both of them, is/n't it [SI-1]?
101 T You can see how they/'re both like this [SI-2].
102 T He was gonna get with the spindle [SI-1].
103 T Mhm [SI-X].
104 T And then they got rid of all of them [SI-1].
105 T Remember, we show/ed the picture of the spindle from the other book [SI-1]?
106 T And (it) it prick/ed Sleeping Beauty/z finger when it came around the needle [SI-2]?
107 ; :03
108 T Alright [SI-X].
109 = 8:45
110 = transcript ended with E reading story; 80 C&I utterances

111 - 3:48

fb_5557.slt

1 \$ Teacher
2 + ParticipantId: FB_5557
3 + Context: Classroom Instruction
4 + Story: Albert's Impossible Toothache
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:25
11 T And after I read this book to you again, you/'re gonna be going back to your seat/s to do the retelling [SI-2].
12 T It/'s really important that after you read a story that you can go back and tell it again [SI-3].
13 T And what you have at your seat is the paper that help/3s you remember all the important part/s [SI-4].
14 ; :02
15 T So, first of all, (uh) what I wanna do really quick[EW:quickly] is I wanna review three important word/s that were in this book [SI-4].
16 T Does anybody remember what those word/s were [SI-2]?
17 T What was one of them [SI-1]?
18 = [2]
19 T What does the word impossible mean [SI-1]?
20 T What/'s impossible [SI-1]?
21 = [4]
22 T Something that can/'t happen [SI-1].
23 T Can somebody give me a sentence that has the word impossible in it [SI-2]?
24 = [9]
25 T Oh, I love that [SI-1].
26 T I can/'t get that impossible tooth out [SI-1].
27 T What/'s another (uh) sentence XX [SI-X]?
28 = [2]
29 T (Um) impossible [SI-X].
30 T Oh, (wo*) sorry [SI-0].
31 T I/'m get/ing all dizzy here [SI-1].
32 T Another vocabulary word we did is[EW:was] worried [SI-2].
33 T What does it mean if you worry [SI-2]?
34 = [21]
35 T Hold on [SI-1].
36 = [2]
37 T Wait [SI-1].
38 T (I wanna know what the) what is the definition of the word worry [SI-1]?
39 ; :06
40 T What/'s worry D_name [SI-1]?

41 = [17]
 42 T That what [SI-X]?
 43 = [6]
 44 T Well, if somebody/'s hurt you would worry [SI-2].
 45 T But what does it mean if you worry [SI-2]?
 46 = [18]
 47 T Right [SI-X].
 48 T If you worry, it mean/3s you/'re feel/ing really anxious [SI-3].
 49 T It mean/3s (you/'re) you/'re concerned about something, right [SI-2]?
 50 T (You/'re) and that/'s exactly *why what T_name said is true [SI-3].
 51 T Albert/*z mother was worried [SI-1].
 52 T XXX [SI-X].
 53 T What/'s another vocabulary word that we had this time [SI-2]?
 54 = [16]
 55 T What [SI-X]?
 56 = [2]
 57 T Ooh, announce [SI-X].
 58 T What does it mean if you [SI-X]^
 59 T (I I) I knew that you knew this word because you/'ve given me the definition a bunch of day/s [SI-3].
 60 T What does it mean if you announce [SI-2]?
 61 T What does announce mean [SI-1]?
 62 = [9]
 63 T What/'s announce G_name [SI-1]?
 64 T What/'s announce [SI-1]?
 65 = [11]
 66 T It mean/3s you/'re talk/ing [SI-2].
 67 T You say something out loud, right [SI-1]?
 68 T Here/'s what you/'re go/ing to do [SI-2]?
 69 T While I/'m read/ing this book if you hear the word worry or announcement or impossible, put your thumb/s up [SI-3].
 70 T Put your thumb up like this because that/'ll let me know, one, that you/'re listen/ing [SI-3].
 71 T And it/'ll also make me think that you are also think/ing about what that word mean/3s because we/'ve talked about it alot [SI-4].
 72 T (Um :02) boy/s and girl/s, it/'s really good as reader/s to read a book (over uh) over a couple time/s because it help/3s you learn more word/s [SI-2].
 73 T And it also *help/3s make sure that you understand the story very clearly [SI-1].
 74 T Alright [SI-X].
 75 T So here we go [SI-1].
 76 = [14]
 77 T Remember, a toothache is when your tooth hurt/3s [SI-2].
 78 T It/'s very sore [SI-1].
 79 = [52]
 80 T I saw alot of you [SI-1].
 81 T Just pat yourself on the back [SI-1].
 82 T You heard the word impossible [SI-1].

83 T It mean/3s it can/'t happen [SI-2].
 84 T (What kind of i* um :02) is Albert a sea turtle [SI-1]?
 85 T How do you know he/'s not a sea turtle [SI-2]?
 86 = [7]
 87 T He does/n't have his flipper/s [SI-1].
 88 T You/'re right [SI-1].
 89 = [2]
 90 T Not in the water [SI-X].
 91 = [7]
 92 T He/'s not gonna be even under water [SI-1].
 93 T Definitely, *he has a hard shell [SI-0].
 94 = [37]
 95 T (Show me) with your face/s show me a worried look [SI-1].
 96 T If you were worried, how *would you look [SI-1]?
 97 T XXX [SI-X].
 98 T Will come here and show [SI-X]>
 99 T Check out A_name/z face [SI-1].
 100 T He/'s really good at looking worried [SI-1].
 101 T Show them [SI-1].
 102 T Do it again [SI-1].
 103 T No, look worried [SI-1].
 104 T Oh yeah [SI-X].
 105 T XX, right [SI-X]?
 106 T XXX [SI-X].
 107 T I love that [SI-1].
 108 = [8]
 109 T Oh, don't make me worried [SI-1].
 110 = [3]
 111 T Wait [SI-1].
 112 T Let me read this page again [SI-1].
 113 = [1:51]
 114 T Albert/z sister told the mother, "I/'m gonna have a sleepover with my friend/s on a school night" [SI-2].
 115 T So the sister stay/ed at her friend/z house [SI-1].
 116 = [48]
 117 T What/'s another name for couch [SI-1]?
 118 = [3]
 119 T Sofa [SI-X].
 120 = [48]
 121 T Yes [SI-X].
 122 T And that/'s Homer [SI-1].
 123 = [4]
 124 T What [SI-X]?
 125 = [5]
 126 T Well, I think (the) maybe that/'s just how the illustrator made it look [SI-3].

127 = [8]
 128 T XXX [SI-X].
 129 = [27]
 130 T Right [SI-X].
 131 = [2]
 132 T OK [SI-X].
 133 T XXX [SI-X].
 134 = [5]
 135 T XXX [SI-X].
 136 = [13]
 137 T You/'re right [SI-1].
 138 T (!*) let me keep read/ing [SI-1].
 139 T You/'re gonna get to (t*) retell pretty soon [SI-1].
 140 = [1:00]
 141 T That was nice [SI-1].
 142 T Yes [SI-X]?
 143 = [8]
 144 T Who [SI-X]?
 145 = [8]
 146 T Well, *on this page they/'re get/ing ready to eat their cricket leg/s [SI-1].
 147 T They/'re gonna eat dinner [SI-1].
 148 T *A cricket/s[EW:cricket], (is an animal that hop/s or) it/'s a insect that hop/3s [SI-1].
 149 T They/'re gonna eat XX [SI-X].
 150 T Hey, right now if you are not sit/ing on your bottom, please get there [SI-1].
 151 ; :02
 152 T Alright [SI-X].
 153 = [40]
 154 T Oh wait [SI-X].
 155 T XXX [SI-X].
 156 T There/'s a word that I want/ed to read [SI-2].
 157 T Where did it go [SI-1]?
 158 ; :06
 159 T Alright [SI-X].
 160 ; :04
 161 T So how do you think Albert/'s feel/ing on this last page [SI-2]?
 162 T How is he feel/ing [SI-1]?
 163 = [2]
 164 T He/'s so happy [SI-1].
 165 = 16:15
 166 - 5:34

fb_5564.slt

1 \$ Teacher
2 + ParticipantId: FB_5564
3 + Context: Classroom Instruction
4 + Story: Miss Smiths Incredible Storybook
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:12
11 T Look at the cover [SI-1].
12 T And do you see any familiar character/s [SI-1]?
13 T Raise your hand if you see some familiar character/s [SI-2]?
14 T S_name, who do you see [SI-1]?
15 = [2]
16 T Little Red Riding Hood [SI-X].
17 T Put your finger on your (no if) nose if you've heard of Little Red Riding Hood [SI-2].
18 T Good [SI-X].
19 T H_name, who do you see [SI-1]?
20 = [3]
21 T (What) what story is that from [SI-1]?
22 = [4]
23 T Goldilocks and the Three Bears, good [SI-X].
24 T Who else do you see [SI-1]?
25 T I/'m gonna call on somebody who/'s not raise/ing their hand [SI-2].
26 T A_name, (who do you see el*) who else do you see [SI-1]?
27 = [5]
28 T The Three Little Pig/s [SI-X].
29 T Who/'s this guy [SI-1]?
30 ; :02
31 T L_name, you raise/ed your hand nicely [SI-1].
32 = [2]
33 T Do you know who that is [SI-2]?
34 = [2]
35 T He steal/3s from the poor [SI-1].
36 T And he give/3s to the (ri*) [SI-X]>
37 T (Uh) pardon me [SI-1].
38 T He steal/3s from the rich and give/3s to the poor [SI-1].
39 = [2]
40 T Robin Hood [SI-X].
41 T Way to go [SI-1].
42 T And look guy/s [SI-1].

43 T Here/'s a pirate [SI-1].
 44 T And how do you know this story/'s fiction [SI-2]?
 45 T How do you know this story/'s fiction [SI-2]?
 46 T S_name [SI-X].
 47 = [4]
 48 T Well, you see alot of character/s [SI-1].
 49 T What kind of character/s [SI-X]?
 50 T R_name [SI-X].
 51 T Fairy tale character/s [SI-X].
 52 T And guy/s, what/'s this [SI-1]?
 53 T A dragon [SI-X].
 54 T So (we know) we know that this story is gonna be fiction [SI-2].
 55 T I like how R_name raise/ed her hand [SI-2].
 56 = [5]
 57 T XX the little boy next to Little Red Riding Hood [SI-X]?
 58 T (What do you notice about) what do you notice about the book that Miss_S_name/'s read/ing [SI-2]?
 59 T What has happened to it [SI-1]?
 60 T When I open a book does that happen [SI-2]?
 61 T Look at the [SI-X]>
 62 T Raise your hand [SI-1].
 63 = [2]
 64 T Magic is come/ing [SI-1].
 65 T What else [SI-X]?
 66 T It/'s glow/ing [SI-1].
 67 = [2]
 68 T Light/s [SI-X].
 69 T What do you think/'s gonna happen [SI-2]?
 70 T What do you think/'s gonna happen [SI-2]?
 71 T Can you make a prediction [SI-1]?
 72 T Or as the Italian/s would say, "predizione" [SI-1].
 73 T M_name [SI-X].
 74 = [4]
 75 T Whoa, say that again [SI-1]!
 76 = [11]
 77 T Oh, I like how you/'re think/ing [SI-2].
 78 T Anybody else have another idea [SI-1]?
 79 T R_name [SI-X].
 80 = [6]
 81 T Maybe they go into the book [SI-1].
 82 T Well, I/'ll tell you what [SI-1].
 83 T Let/'us find out what happen/3s [SI-2].
 84 T I need everybody/z ocular region [SI-1].
 85 T And I need your [SI-1]~
 86 = [2]

87 T Vestibular region [SI-X].
 88 T Let/'us go [SI-1].
 89 = [11]
 90 T OK [SI-X].
 91 ; :03
 92 T Her button say/3s The Clash [SI-1].
 93 T That/'s a rock band [SI-1].
 94 = [5]
 95 T Raise your hand [SI-1].
 96 T What word would you use to describe his face [SI-1]?
 97 = [2]
 98 T S_name [SI-X].
 99 = [4]
 100 T Sad [SI-X]?
 101 T What/'s a better word for that [SI-1]?
 102 T XX make that face [SI-X].
 103 T Ready [SI-X]?
 104 T He just cannot be bothered [SI-1].
 105 T Well, let/'us see what happen/3s [SI-2].
 106 = [12]
 107 T Look at that hair [SI-1].
 108 = [30]
 109 T Look at that guy/s [SI-1].
 110 T Who jump/ed out of the book [SI-1]?
 111 T Raise your hand [SI-1].
 112 T J_name who [SI-X]>
 113 T What do you need to do [SI-1]?
 114 T J_name, who jump/ed out [SI-1]?
 115 T The pirate [SI-X].
 116 T And look at her [SI-1].
 117 T She/'s as cool as a cucumber [SI-1].
 118 = [10]
 119 T Where/'s the classroom [SI-1]?
 120 = [2]
 121 T S_name [SI-X].
 122 T On the ship [SI-X].
 123 = [31]
 124 T What do you need to do [SI-1]?
 125 = [12]
 126 T Now, tell me what face Principal Rittenrotten/'s make/ing [SI-2].
 127 T Raise your hand [SI-1].
 128 T {Laughs} what face is that [SI-1]?
 129 T A_name [SI-X].
 130 T Terrified [SI-X]?

131 T Whoa, what a good word [SI-X].
132 T What else [SI-X]?
133 T M_name [SI-X].
134 T Surprised [SI-X].
135 T Ready [SI-X]?
136 T Can you all make that face [SI-1]?
137 T One, two, three {gasps} [SI-X].
138 = [6]
139 T Let/'us scream [SI-1].
140 T One, two, three {screams} [SI-X].
141 = [7]
142 T Look at the way he/'s run/ing out [SI-2].
143 T I love that [SI-1].
144 = [3]
145 T Pardon me [SI-1].
146 = 6:13

147 - 3:02

fb_5568.slt

1 \$ Teacher
2 + ParticipantId: FB_5568
3 + Context: Classroom Instruction
4 + Story: Albert's Impossible Toothache
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:07
11 T Boy/s and girl/s, today we're go/ing to read a book called Alberts Impossible Toothache [SI-1].
12 T Now, the first thing we do before we start a book is to decide whether it is a[EW:an] information book or
a story book [SI-4].
13 T Who think/3s they know what kind of book this is [SI-3]?
14 ; :02
15 T I_name [SI-X].
16 = [3]
17 T Why do you think it might be a story book [SI-2]?
18 = [8]
19 T Why does it look like a story book [SI-1]?
20 T A_name, turn your chair so that you can see please [SI-2].
21 T Why do you think it look/3s like a story book [SI-2]?
22 = [4]
23 T Alright [SI-X].
24 T It has picture/s that look like it/'s a story book [SI-3].
25 T L_name [SI-X].
26 = [10]
27 T OK [SI-X].
28 T It does/n't say reptile/s or mammal/s [SI-1].
29 T (Um) M_name [SI-X].
30 = [8]
31 T Alright [SI-X].
32 T (We) there is/n't (a in*) an index [SI-1].
33 T You/'re right [SI-X].
34 T If we look in the back there/'s no index, right [SI-2]?
35 T J_name [SI-X].
36 = [3]
37 T Alright [SI-X].
38 T It has a bed [SI-1].
39 T And this turtle is in a bed [SI-1].
40 T And real sea turtle/s don't sleep in bed/s, do they [SI-2]?
41 T No [SI-X].

42 T Good [SI-X].
 43 T J_name [SI-X].
 44 = [4]
 45 T Well, sometime/s we [SI-X]>
 46 T (You know[FP]) we've been doing this a long time [SI-1].
 47 T And usually we read (an) an information book [SI-1].
 48 T And then we read a story book [SI-1].
 49 T And this is our story book [SI-1].
 50 T Let me read the title to you again [SI-1].
 51 = [7]
 52 T (Who did it) who do you think the main character of this story might be, E_name [SI-2]?
 53 = [5]
 54 T Who do you think the main character of this story is [SI-2]?
 55 = [12]
 56 T Do you know what main character mean/3s [SI-2]?
 57 = [2]
 58 T Who can help her out with what main character mean/3s [SI-2]?
 59 T J_name, who/'s the main character of this story [SI-1]?
 60 = [9]
 61 T Do you know what main character is [SI-2]?
 62 T (D*) do you know what main character mean/3s [SI-2]?
 63 = [4]
 64 T N_name [SI-X].
 65 = [2]
 66 T Albert [SI-X].
 67 T And what is Albert [SI-1]?
 68 = [2]
 69 T A turtle [SI-X].
 70 T The main character/*s, E_name and J_name, is[EW:are] who are the important people or animal/s in the story [SI-2].
 71 T So who do you think the most important person in this story is go/ing to be J_name [SI-2]?
 72 = [3]
 73 T Who do you think is go/ing to [SI-X]^
 74 T Albert [SI-X].
 75 T And what is Albert [SI-1]?
 76 ; :02
 77 T What is he [SI-1]?
 78 = [2]
 79 T What is he [SI-1]?
 80 T He is a turtle [SI-1].
 81 T Yes [SI-X].
 82 T Alright [SI-X].
 83 T This is called Alberts Impossible Toothache [SI-1].
 84 T What is a toothache [SI-1]?

85 T We really have to know what a toothache is before we can read this story [SI-3].
 86 T M_name, can you turn your bottom please [SI-1]?
 87 T J_name, what/'s a toothache [SI-1]?
 88 = [3]
 89 T When your tooth hurt/3s alot [SI-1].
 90 T Yeah [SI-X].
 91 T It/'s not just hurt/ing a little bit [SI-1].
 92 T (It/'s) your tooth is really hurt/ing alot [SI-1].
 93 T Yes C_name [SI-X].
 94 = [2]
 95 T Turtle/s don't have teeth [SI-1].
 96 T Hmm [SI-X].
 97 T That is very interesting [SI-1].
 98 T What does impossible mean [SI-1]?
 99 T What does impossible mean L_name [SI-1]?
 100 = [3]
 101 T It can/'t happen [SI-1].
 102 T Or it/'s not possible [SI-1].
 103 T It can/'t happen [SI-1].
 104 T So if Albert has a can/'t happen toothache, can he have a toothache [SI-2]?
 105 T No [SI-X].
 106 T One of the thing/s you need to listen for in this story is that Albert has a very different idea of what a toothache is [SI-4].
 107 T And you should listen closely to figure out what a toothache mean/3s to Albert [SI-2].
 108 T Yes J_name [SI-X].
 109 = [3]
 110 T Maybe he ate alot of candy [SI-1].
 111 T And his teeth hurt [SI-1].
 112 T But what do we know about sea turtle/s [SI-1]?
 113 T They don't have teeth [SI-1].
 114 T XXX [SI-X].
 115 T L_name [SI-X].
 116 = [9]
 117 T OK, maybe his jaw really hurt/3s [SI-1].
 118 T S_name [SI-X].
 119 = [3]
 120 T You think his mom what [SI-1]?
 121 = [3]
 122 T You think his mom will be in the story because usually if you/'re a child you have a mom around [SI-4].
 123 T Can you sit on your bottom, please, nice[EW:nicely] [SI-1]?
 124 T Alright, let/'us start reading [SI-1].
 125 = [1:00]
 126 T And what he mean/3s is it can/'t happen [SI-3].
 127 T Why can/'t it happen [SI-1]?

128 = [3]
 129 T They don't have teeth [SI-1].
 130 = [46]
 131 T What does it mean when Albert/z mother is worried about him [SI-2]?
 132 T What does it mean when you/'re worried about somebody C_name [SI-2]?
 133 = [4]
 134 T OK [SI-X].
 135 T (Your you think y*) people worry that something is go/ing to happen [SI-2].
 136 T (Um) J_name [SI-X].
 137 = [4]
 138 T Alright [SI-X].
 139 T So that/'s[EW] again, they/'re worry/ing because (something that bad) they think something bad might happen [SI-3].
 140 T L_name [SI-X].
 141 =[10]
 142 T Alright [SI-X].
 143 T Worrying mean/3s that you/'re concerned something or somebody [SI-2].
 144 T And Albert/z mother is worried and anxious about him because she wonder/3s why he think/3s he has a toothache, right [SI-4]?
 145 T So she is concerned and anxious and upset about how he/'s feel/ing [SI-2].
 146 = 8:05
 147 - 4:04

fb_5585.slt

1 \$ Teacher
2 + ParticipantId: FB_5585
3 + Context: Classroom Instruction
4 + Story: Albert's Impossible Toothache
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:21
11 T And we/re gonna just do a quick refresher and reread [SI-1].
12 T You heard the vocab word already [SI-1].
13 T Alright, *the (first) first word on our list is impossible, OK [SI-1].
14 T What does impossible mean [SI-1]?
15 = [2]
16 T U_name [SI-X].
17 T It could never happen [SI-1].
18 T OK [SI-X].
19 T It/s not possible [SI-1].
20 T Worry [SI-X].
21 T What does it mean to worry [SI-1]?
22 = [2]
23 T _name [SI-X].
24 = [4]
25 T OK [SI-X].
26 T You/re (kind of) maybe a little bit afraid [SI-1].
27 T You/re feel/ing anxious [SI-1].
28 T (Any ha*) anyone have any other thought/s on worried [SI-1]?
29 T M_name [SI-X].
30 = [2]
31 T Oh, *it start/3s with a C [SI-0].
32 T Help her out [SI-0]?
33 T Con [SI-X]~
34 = [2]
35 T Concerned [SI-X].
36 T Awesome [SI-X].
37 T Wow, you guy/s, you/re do/ing such a great job [SI-1].
38 T Another word we had talked about was the word announce [SI-2].
39 T Oh, XX remember the announce [SI-X]?
40 T Oh, look at all my friend/s [SI-1].
41 T H_name, do you remember what that word mean/3s [SI-2]?
42 T Announce [SI-X].

43 = [2]
 44 T Can you call on a buddy to help you [SI-1]?
 45 = [6]
 46 T Someone who maybe has/n't gotten a chance yet [SI-1].
 47 = [8]
 48 T Yeah [SI-X].
 49 = [3]
 50 T What does announce mean H_name [SI-1]?
 51 = [3]
 52 T OK [SI-X].
 53 T L_name [SI-X].
 54 = [21]
 55 T Wow, what a great connection L_name [SI-X].
 56 T (You made an anno*) I made an announcement earlier today when I told (uh) the class that L_name was
 go/ing at[EW:to] *that they have to go to another school [SI-4].
 57 T So that was an announcement, OK [SI-1]?
 58 T It mean/3s to say out loud [SI-1].
 59 = [4]
 60 T OK [SI-X].
 61 T Can you save that question for maybe at the end of the day [SI-1]?
 62 T We can have a share time later [SI-1].
 63 T But for now we/'re gonna read our story [SI-1].
 64 T You guy/s are do/ing an excellent job [SI-1].
 65 ; :04
 66 T So listen carefully [SI-1].
 67 T Remember, thumb/s up if you hear a vocab word [SI-1].
 68 = [9]
 69 T OK [SI-X].
 70 T I/'m gonna stop right there [SI-1].
 71 T What was[EW:is] a toothache [SI-1]?
 72 T Who can describe a toothache for me [SI-1]?
 73 T C_name [SI-X].
 74 T A toothache [SI-X].
 75 T Can you describe what a toothache is [SI-2]?
 76 = [6]
 77 T What do you feel [SI-X]>
 78 T Yeah, exactly [SI-X].
 79 T (When) what do you feel when you have a toothache [SI-2]?
 80 = [7]
 81 T What is that word with a P [SI-1]?
 82 T I/'m think/ing of a word with a P [SI-1].
 83 = [4]
 84 T You/'re close [SI-1].
 85 T D_name [SI-X].

86 T Pain [SI-X].
 87 T So it/'s a pain in your tooth, OK [SI-1]?
 88 T And I know alot of you that[EW] told me that sometime/s you/'ve had toothache/s, maybe when your
 tooth/'s about to fall out [SI-3].
 89 T Alright [SI-X].
 90 T We/'re gonna read on [SI-X].
 91 = [25]
 92 T Wow, all those friend/s who X show me thumb/s up [SI-X].
 93 T What word/s did you hear [SI-1]?
 94 T Impossible, OK [SI-X]?
 95 T Who can (do) define it for me [SI-1]?
 96 T Who can tell me what it mean/3s [SI-2]?
 97 T R_name, what does it mean [SI-1]?
 98 = [2]
 99 T It could not happen [SI-1].
 100 T Great job [SI-X].
 101 = [44]
 102 T Let/'us say it together [SI-1].
 103 = [5]
 104 T What does it mean when she/'s worry/ing [SI-2]?
 105 T M_name [SI-X].
 106 = [2]
 107 T She/'s concerned [SI-1].
 108 T Who is she concern/ed about [SI-2]?
 109 T M_name [SI-X].
 110 = [2]
 111 T Albert [SI-X].
 112 = [57]
 113 T Wow, very good [SI-X].
 114 T Look at all those thumb/s up [SI-1].
 115 = [48]
 116 T Oh, excellent job friend/s [SI-X].
 117 = [21]
 118 T Do you have a question about the story [SI-1]?
 119 = [4]
 120 T Is that a question [SI-1]?
 121 T Alright, put your hand down [SI-1].
 122 = [42]
 123 T Oh, *this does/n't require any noise, just thumb/s up [SI-0].
 124 T Wow [SI-X].
 125 T What word did you just hear [SI-1]?
 126 = [2]
 127 T Let/'us say it together [SI-1].
 128 T Oh, we just announce/ed what word we heard [SI-2].

129 T Is that [SI-X]>
 130 T Hand/s down [SI-X].
 131 = [44]
 132 T Ooh wow, lookit [SI-X].
 133 T M_name had that right away [SI-1].
 134 = [10]
 135 T You guy/s are do/ing such a great job [SI-1].
 136 T Give yourselves a pat on the back real quick [SI-1].
 137 = [47]
 138 T And that was the end [SI-1].
 139 = [6]
 140 T Wow [SI-X].
 141 T So, many of you guy/s clap/ed at the end of this reading [SI-1].
 142 T (Um) so that tell/3s me that many of you enjoy/ed the reading [SI-2].
 143 T So that would be something that you could include in your personal response when you do your retell
 [SI-3].
 144 T I want you right now [SI-X]>
 145 T OK [SI-X].
 146 ; :02
 147 T I/'m gonna call your name/s [SI-1].
 148 T And I/'m gonna give you back your retell sheet/s [SI-1].
 149 T And (I) as soon as everyone has their retell sheet, I want you to find your partner from the fieldtrip, since
 everyone/'s pretty much here [SI-3].
 150 = 11:40
 151 - 4:14

fb_5666.slt

1 \$ Teacher
2 + ParticipantId: FB_5666
3 + Context: Classroom Instruction
4 + Story: The Wolf's Chicken Stew
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:07
11 T After we read this story, The Wolf/z Chicken Stew, we/re go/ing to talk a little bit, ooh I/'m sorry
B_name, more about the food pyramid and making healthy food choice/s because you/re gonna see [SI-X]>
12 T (We talk/ed about) when we read (um) Gregory, The Terrible Eater a couple week/s ago, we talk/ed
about how we/re start/ing to make healthy choice/s [SI-3].
13 T And we/re talk/ing about the food group/s and the food guide pyramid [SI-1].
14 T Well, that/'s the picture of the food guide pyramid [SI-1].
15 T We/'ll talk about that this week [SI-1].
16 T And next week we/re gonna do a fun activity where we sort different food/s into the pyramid [SI-2].
17 T But today we/re gonna read The Wolf/z Chicken Stew [SI-1].
18 T And I like this book because :02 it/'s kind of like what we/'ve been read/ing with The Three Little Pigs
[SI-3].
19 T But it/'s the wolf and some chicken/s (not a) not some pig/s [SI-1].
20 T There/'s not three chicken/s [SI-1].
21 T This is (a different kind of fairy tale) a different kind of folk tale [SI-1].
22 T There/'s only one chicken [SI-1].
23 T Yes [SI-X].
24 T But you/re gonna see a surprise at the end about this story [SI-1].
25 T I need you to sit [SI-1].
26 ; :02
27 T I/'ll wait until you/re ready [SI-2].
28 T (You can share at the) you can share at the end [SI-1].
29 ; :05
30 T Before we start reading, I want you to think about a time someone might have tricked you or you might
have tricked someone else [SI-4].
31 T How did it make you feel if[EW:when] someone trick/ed you or you trick/ed somebody else [SI-4]?
32 T How did that make you feel [SI-2]?
33 T S_name [SI-X].
34 T Why did it make you feel sad [SI-2]?
35 = [7]
36 T Maybe it make/3s you angry [SI-1].
37 T So, close your eye/s right now and think about that time in your head [SI-1].
38 T (Maybe it was) this April Fool/z Day was just a couple week/s ago [SI-1].
39 T Maybe it was then [SI-1].

40 T And maybe the trick made you laugh [SI-1].
 41 T And it was silly [SI-1].
 42 T Or maybe :02 the trick made you feel angry or sad [SI-1].
 43 T Think about it in your head for a few second/s [SI-1].
 44 T And then we/re go/ing to share with our partner [SI-1].
 45 = [9]
 46 T OK, turn to a person sitting near you [SI-1].
 47 ; :03
 48 T And share [SI-1].
 49 T No [SI-X].
 50 T C_name can you go [SI-X]>
 51 T B_name, K_name, you can go with J_name right behind you [SI-1].
 52 T M_name, you can turn around and join the girl/s over there [SI-1].
 53 = [2]
 54 T O_name, turn around with K_name and E_name [SI-1].
 55 T S_name, C_name, M_name, you may be a group [SI-1].
 56 T A_name [SI-X].
 57 ; :03
 58 T B_name [SI-X].
 59 T Share about (that time when someone made you feel :02) how that made you feel if someone trick/ed you
 or how you felt if you trick/ed someone [SI-5].
 60 = [32]
 61 T OK, eye/s on me in three, two, one :02 zero [SI-0].
 62 T Raise your hand [SI-1].
 63 T And share [SI-1].
 64 T (What) how did you feel or what was go/ing on when maybe you trick/ed someone or someone trick/ed
 you [SI-4]?
 65 T How were you feel/ing E_name [SI-1]?
 66 = [6]
 67 T You thought it was funny [SI-1].
 68 T It was a silly trick [SI-1].
 69 T OK, R_name [SI-X].
 70 = [2]
 71 T You thought it was funny too [SI-1]?
 72 T (R* uh) A_name [SI-X].
 73 = [5]
 74 T Oh, so that was silly [SI-X].
 75 T Did it hurt though [SI-1]?
 76 T No [SI-X].
 77 T C_name [SI-X].
 78 = [7]
 79 T I heard alot of funny *word/s [SI-1].
 80 T That it was a silly trick that someone play/ed on you [SI-2].
 81 T Has anyone play/ed a trick [SI-1].

82 T And you did/n't think it was funny [SI-2]?
83 T I know that S_name said before she was angry (and) and sad about the trick [SI-3].
84 T Oh A_name L_name, did you have that happen to you where it was/n't very funny [SI-3]?
85 T No [SI-X].
86 T How/'d it make you feel [SI-2]?
87 T Sad and a little upset [SI-X].
88 T B_name [SI-X].
89 = [11]
90 T Oh, he said he was go/ing to give you candy [SI-2].
91 T And he said, "close your eye/s" [SI-2].
92 T And (what did) he did/n't give you anything [SI-1]?
93 T Oh, he trick/ed you [SI-1].
94 T And it made you pretty angry because (you) you probably want/ed some candy, right [SI-2]?
95 T Right [SI-X].
96 T Well, in this story we/'re go/ing to see how the wolf try/3s to trick the chicken/s [SI-2].
97 T And then the chicken/s trick the wolf back just like kinda what we/'ve been read/ing in The Three Little Pigs story [SI-2].
98 ; :02
99 T Before we do :03 we have two special word/s to look at in this story [SI-2].
100 T The first word is prey [SI-1].
101 T It/'s spelled P R E Y [SI-1].
102 T So it/'s not the kinda pray you might do if you go to church or at night before bed or before dinner [SI-3].
103 T This prey is predator and prey [SI-1].
104 T You might (uh) remember hearing that from science a long time ago [SI-1].
105 T But the predator is the animal that does the hunting [SI-2].
106 T And the prey is the animal that/'s hunted [SI-2].
107 T So, the wolf and the chicken, the wolf would be the predator because the wolf is hunt/ing the chicken [SI-2].
108 T So the chicken would be the prey [SI-1].
109 T And the other word is scrumptious [SI-1].
110 T Thumb/s up if you/'ve heard the word scrumptious before [SI-1].
111 T That dinner was scrumptious [SI-1].
112 T C_name, what do you think that might mean [SI-2].
113 = [4]
114 T Delicious [SI-X].
115 T Scrumptious is a synonym [SI-1].
116 T Synonym mean/3s a word that mean/3s the same for[EW:as] delicious [SI-2].
117 T Scrumptious and delicious are the same thing [SI-1].
118 T Now before we start reading, I want you to take a look at the cover [SI-2].
119 T The Wolf/z Chicken Stew [SI-X].
120 = [3]
121 T XXX [SI-X].
122 T What might you be wondering about what happen/3s in this story [SI-2]?
123 T Make a prediction [SI-1].

... ..

124 T What might you wonder about what/'s go/ing to happen in The Wolf/z Chicken Stew [SI-2]?
125 T C_name [SI-X].
126 = [4]
127 T What [SI-X]?
128 = [3]
129 T It say/3s cookbook [SI-1].
130 T That/'s a cookbook [SI-1].
131 T So there/'s usually recipe/s inside of a cookbook [SI-1].
132 T And he/'s wear/ing a hat that usually chef/s wear [SI-2].
133 = 6:59
134 - 5:24

fb_5762.slt

1 \$ Teacher
2 + ParticipantId: FB_5762
3 + Context: Classroom Instruction
4 + Story: The Tiny Seed
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:03
11 T Boy/s and girl/s, today/z story that I have for you has something to do with a small seed and it/'s travel
through many different area/s of the country [SI-3].
12 T And where it land/3s [SI-1].
13 T And how it grow/3s [SI-1].
14 T So before I read our story to you, The Tiny Seed, I would like to ask you, "what do you know about
plant/s and seed/s" [SI-3]?
15 T We should know some thing/s because we/'ve been talk/ing about plant/s and seed/s over the past
couple of week/s [SI-2].
16 T So what do you know about (pl*) plant/s and seed/s [SI-1]?
17 T _name [SI-X].
18 = [5]
19 T OK [SI-X].
20 T You said they need sun, water [SI-1].
21 T What else [SI-X]?
22 T Soil [SI-X].
23 = [2]
24 T And air :02 to grow [SI-X].
25 T M_name, what else [SI-X]?
26 = [12]
27 T OK [SI-X].
28 T When it grow/3s :02 you said the sun and water do what [SI-3]?
29 T They mix together [SI-1].
30 T And what happen/3s (when that ha* uh) when they do that [SI-2]?
31 = [5]
32 T You don't know [SI-1].
33 T What does it make for the plant [SI-1]?
34 T Food [SI-X].
35 T To make food [SI-X].
36 T S_name K_name [SI-X].
37 ; :03
38 T Is that what you were go/ing to say [SI-2].
39 T Oh, I/'m sorry [SI-1].
40 T What else do you know about plant/s and seed/s [SI-1]?

41 ; :03
 42 T What do plant/s and seed/s have [SI-1]?
 43 ; :05
 44 T Think about the part/s of a plant [SI-1].
 45 T What do plant/s have [SI-1]?
 46 T S_name K_name [SI-X].
 47 = [5]
 48 T Plant/s have root/s [SI-1].
 49 = [3]
 50 T Leaves and one stem [SI-X].
 51 T Well, they could have more than one stem [SI-1].
 52 T But we'll put *leaves and stem/s [SI-1].
 53 ; :02
 54 T Just like if you look at our narcissus plant in the window, there are actually two flower/s come/ing off of one bulb [SI-2].
 55 T So that/'s two stem/s [SI-1].
 56 T So we could have two stem/s [SI-1].
 57 T So plant/s have root/s, leaves and stem/s [SI-1].
 58 T What about seed/s [SI-X]?
 59 T Who remember/3s what seed/s have [SI-2]?
 60 T Yes [SI-X].
 61 T {Gasps} very good]_name [SI-X].
 62 T Seed/s have an embryo [SI-1].
 63 T And what is (the same) a same in embryo [EU] [SI-X]?
 64 T An embryo [SI-X].
 65 T (It/'s) an embryo is the same as having a baby plant [SI-1].
 66 T Does anybody else remember what else those[EW:a] seed has [SI-2]?
 67 T A seed coat [SI-X].
 68 T And C_name [SI-X].
 69 = [2]
 70 T And stored food in the rest of the seed [SI-X].
 71 T Absolutely [SI-X].
 72 ; :02
 73 T Alright [SI-X].
 74 T Anything else you know about plant/s and seed/s [SI-1]?
 75 T I think we cover/ed the important part/s [SI-2].
 76 T So now, let me go ahead and begin reading The Tiny Seed by Eric Carle [SI-1].
 77 T Eric Carle is the same author and illustrator of the Very Busy Spider, The Very Quiet Cricket [SI-1].
 78 T And remember Brown Bear, Brown Bear, What Do You See [SI-1]?
 79 T He did/n't write that [SI-1].
 80 T But he help/ed illustrate that [SI-1].
 81 T Yes [SI-X].
 82 = [4]
 83 T I did forget The Hungry Caterpillar [SI-1].

84 T He also wrote and illustrate/ed for that one too [SI-1].
 85 T OK [SI-X].
 86 T So this is The Tiny Seed [SI-1].
 87 = [27]
 88 T Raise your hand if you can tell me what you think [SI-3].
 89 T Where do you think they are go/ing [SI-2]?
 90 T Where do you think they/'re go/ing A_name [SI-2]?
 91 = [4]
 92 T You think the seed/s are go/ing to house/s [SI-2]?
 93 T A_name, what do you think [SI-1]?
 94 T What [SI-X]?
 95 T (A d* a) different country/s [SI-X]?
 96 T Ooh, that/'s very far away [SI-1].
 97 T Yes J_name [SI-X].
 98 = [8]
 99 T To a warmer place [SI-X].
 100 T Why do you say a warmer place [SI-1]?
 101 = [15]
 102 T Oh [SI-X].
 103 T Well, there is sun in autumn [SI-1].
 104 T But what does the temperature feel like [SI-1]?
 105 T It get/3s a little bit cooler [SI-1].
 106 T I_name, what do you think [SI-1]?
 107 ; :05
 108 T You wanna think about it and get back to me [SI-1]?
 109 T OK [SI-X].
 110 = [17]
 111 T Do you think this could really happen to a seed [SI-2]?
 112 T OK [SI-X].
 113 T Raise your hand if you can tell me (why) why not [SI-2].
 114 T Why could/n't this really happen to a seed [SI-1]?
 115 T What do you think [SI-1]?
 116 = [7]
 117 T OK [SI-X].
 118 = [2]
 119 T OK [SI-X].
 120 T So you don't think the wind could really blow it that high [SI-2].
 121 T And you/'re right [SI-1].
 122 T The sun is thousand/s, million/s of mile/s away [SI-1].
 123 T And if the seed got that far it would just be floating in space [SI-2].
 124 ; :03
 125 T OK [SI-X].
 126 T Yes, M_name [SI-X].
 127 = [3]

128 T {Gasps} you think the sun is/n't that big [SI-2]?
129 = [4]
130 T Yeah [SI-X].
131 T The sun is a huge star [SI-1].
132 T It/s actually not the largest star [SI-1].
133 T But a sun is larger than Earth, way larger than Earth [SI-1].
134 T And it/s very far away [SI-1].
135 = 6:42
136 - 4:37

fb_5776.slt

1 \$ Teacher
2 + ParticipantId: FB_5776
3 + Context: Classroom Instruction
4 + Story: Butterfly Boy
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:18
11 T (Um) so if the author is Virginia Kroll, what does that mean [SI-2]?
12 T What did Virginia do [SI-1]?
13 T What?
14 = [2]
15 T She made the book [SI-1].
16 T But what/d she do with the book [SI-2]?
17 = [3]
18 T She wrote the word/s [SI-1].
19 T Good [SI-X].
20 T And what did Gerardo do [SI-2]?
21 T S_name [SI-X].
22 = [2]
23 T Well, we just said the author did the word/s [SI-2].
24 T What did the illustrator do [SI-2]?
25 = [2]
26 T (Draw the) drew the picture/s [SI-0].
27 T Very good [SI-X].
28 T Uhhuh [SI-X].
29 T Alright, reading a story more than once can be useful [SI-1].
30 T And sometime/s (we read) when we read a book again we learn new thing/s about the character or thing/s that happen/ed in the story [SI-3].
31 T And it also help/3s us remember the book better [SI-1].
32 T OK, we've already discussed this book and practiced doing a story retell as a class [SI-1].
33 T And while I read today I want you to really listen how the author tell/3s us about the main character and what happen/ed to the main character and see if there/'s anything you notice this time that you did not notice before [6].
34 T For example, you might listen especially for all the way/s the author show/3s us that Emilio care/3s about and is kind to his abuelo or his grandfather [SI-3].
35 T So if you hear something this time you/'re not sure about, make sure to stop me so we can talk about it OK [SI-4].
36 T OK [SI-X]?
37 T Alright [SI-X].

38 T And when I/'m done reading today everyone/'s go/ing to get to (do a) practice doing a complete retell of the whole story, OK [SI-2]?

39 T OK, let/'us quickly review our vocabulary word/s [SI-1].

40 T Here/'s our first one [SI-1].

41 T What/'s this one [SI-1]?

42 = [2]

43 T Abuelo [SI-X].

44 T And what does abuelo mean M_name [SI-1]?

45 = [3]

46 T Grandfather [SI-X].

47 T Good [SI-X].

48 T What language is this [SI-1]?

49 T Everybody [SI-X].

50 = [2]

51 T Spanish [SI-X].

52 T Very good [SI-X].

53 T It/'s how we say grandfather in Spanish [SI-2].

54 T How do we say grandmother in Spanish [SI-1]?

55 T Abuela [SI-X].

56 T Very good guy/s [SI-X].

57 T (Um) could anyone use the word abuelo in a sentence [SI-1]?

58 T A_name [SI-X].

59 = [4]

60 T I hang out with my abuelo [SI-1].

61 T Very cool [SI-X].

62 T And I know you do [SI-2].

63 T You do that alot, huh [SI-1].

64 T D_name [SI-X].

65 = [2]

66 T Hello Abuelo [SI-X].

67 T Good [SI-X].

68 T And G_name, last one [SI-X].

69 = [2]

70 T I love my abuelo [SI-1].

71 T Well, that is very nice [SI-1].

72 T I/'m gonna put abuelo right there [SI-1].

73 T Alright, next word is startled [SI-1].

74 T Can you guy/s show me what it look/3s like to be startled [SI-2]?

75 T Very good [SI-X].

76 T (Um) and what does startled mean [SI-1]?

77 T What does it mean to be startled [SI-1]?

78 T N_name [SI-X].

79 = [10]

80 T Yeah [SI-X].

81 T So you can be amazed or [SI-1]~
 82 T She use/ed the word just now [SI-1].
 83 T At a surprise party you get [SI-1]~
 84 = [2]
 85 T (Sup*) startled or surprised [SI-X].
 86 T Very good [SI-X].
 87 T OK, I'm gonna say a sentence [SI-1].
 88 T And I want you to think of an ending to the sentence, OK [SI-1]?
 89 T I was startled when I encounter/ed a blank [SI-2].
 90 T (We*) we/'re quiet [SI-1].
 91 T And we/'re not blurt/ing [SI-1].
 92 T I was startled when I encounter/ed a blank [SI-2].
 93 T Think about an ending to that sentence [SI-1].
 94 T Don't say anything out loud yet [SI-1].
 95 T Think about an ending [SI-1].
 96 T I was startled when I encounter/ed a [SI-2]~
 97 T OK [SI-X].
 98 T Does everybody have an ending [SI-1]?
 99 = [2]
 100 T OK, I want you to turn to your neighbor and tell them that sentence [SI-1].
 101 T Use the complete sentence [SI-1].
 102 = [13]
 103 T OK [SI-X].
 104 T Who can share their sentence with me [SI-1]?
 105 T I want you to use the whole sentence [SI-1].
 106 T (Um)]_name [SI-X].
 107 = [8]
 108 T When I saw a caterpillar [SI-1].
 109 T Good [SI-X].
 110 T A_name [SI-X].
 111 = [5]
 112 T Ooh, a jewel thief [SI-X].
 113 = [2]
 114 T A jewel (thie*) thief [SI-X]?
 115 T We actually read a book where there was a jewel [SI-X]>
 116 = [3]
 117 T Yeah.
 118 T Exactly, very good [SI-X].
 119 T (Um) D_name, what was your sentence [SI-1]?
 120 = [6]
 121 T Very good [SI-X].
 122 T Alright, our next word is this one [SI-1].
 123 T What does this word say [SI-2]?
 124 = [2]

125 T Sweltering [SI-X].
126 T Is it more likely to be sweltering in the summer or in the winter [SI-1]?
127 T Everybody [SI-X].
128 = [2]
129 T Who can tell me why it/'s more likely to be sweltering in the summer [SI-2]?
130 T M_name [SI-X].
131 =[6]
132 T Good [SI-X].
133 T Sweltering mean/3s really hot [SI-1].
134 = 5:51
135 - 4:26

fb_5777.slt

1 \$ Teacher
2 + ParticipantId: FB_5777
3 + Context: Classroom Instruction
4 + Story: Miss Nelson is Missing
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:12
11 T Today we're go/ing to read this story, one of my favorite story/s, Miss Nelson is Missing [SI-2].
12 T And we've been talking about the character/s in the story, the setting, problem and the solution as we get ready to write our own story/s [SI-2].
13 T So while I'm read/ing this, I want you to think of the character/s/z name/s so that you can remember them [SI-3].
14 T Think about the setting of the story and what/s the problem and how is it solved [SI-3].
15 T When we go back to our seat/s after reading our story, we're go/ing to complete our story map that/s just like we complete/ed on the smart board the other day, OK [SI-4]?
16 T So the story is Miss Nelson is Missing [SI-2].
17 ; :02
18 T Take a look at that front cover [SI-1].
19 ; :02
20 T What do you think the story/s go/ing to be about [SI-2]?
21 ; :04
22 T S_name [SI-X]?
23 = [3]
24 T Why do you think that [SI-1]?
25 = [2]
26 T OK [SI-X].
27 T M_name [SI-X].
28 = [7]
29 T Why do you think it/s their teacher who is lost [SI-3]?
30 = [4]
31 T Yeah [SI-X]?
32 T Anybody think something/s different [SI-1]?
33 T A_name [SI-X]?
34 = [26]
35 T OK [SI-X].
36 = [4]
37 T OK [SI-X].
38 T And I've heard maybe Miss Nelson is someone/z mom or Miss Nelson (is someone) is the teacher [SI-3].
39 T How many of you think Miss Nelson is the teacher [SI-2]?

40 ; :02
 41 T OK, hand/s down [SI-X].
 42 T And how many of you think Miss Nelson is somebody else in the story [SI-2]?
 43 T OK [SI-X].
 44 T Well, let/'us start reading and see [SI-1].
 45 = [46]
 46 T Hmm, sound/3s like a class I know [SI-1].
 47 = [1:44]
 48 T She does [SI-1].
 49 = [1:05]
 50 T It/'s really not [SI-1].
 51 T It/'s really room 207 [SI-X].
 52 T But I XX [SI-X].
 53 T Mhm [SI-X].
 54 = [1:43]
 55 T Where do you think Miss Nelson is [SI-2]?
 56 = [7]
 57 T I was gonna say, the way that they sound/ed like they behave/ed, I think I/'d take a vacation too [SI-5].
 58 = [9]
 59 T OK [SI-X].
 60 = [5]
 61 T *She went to another school [SI-0]?
 62 T OK [SI-X].
 63 = [5]
 64 T Mm [SI-X].
 65 = [4]
 66 T Maybe [SI-X].
 67 T Let/'us see [SI-1].
 68 T Do you have an answer A_name [SI-1]?
 69 = [8]
 70 T Interesting [SI-X].
 71 = [2:06]
 72 T So before we go back and we fill out our story map, let/'us talk about what we/'re gonna put on that map [SI-4].
 73 T In the first circle where we have our character/s whose name/s are we go/ing to put [SI-2]?
 74 T Give me one [SI-1].
 75 T What/'s her name [SI-1]?
 76 = [5]
 77 T Miss Nelson [SI-X].
 78 ; :05
 79 T Miss Viola Swamp [SI-X].
 80 = [8]
 81 T Detective McSmogg [SI-X].
 82 T Yeah [SI-X]?

83 ; :02
84 T And the children [SI-X].
85 T Did we have any other in that story [SI-1]?
86 T No, just those four main people or group/s of people [SI-X].
87 T What is our setting [SI-1]?
88 T What was the setting of our story [SI-1]?
89 T What are we gonna put in that little bubble on our story map/s [SI-1]?
90 = [4]
91 T In a school, was/n't it [SI-1]?
92 T Their classroom was really room 207 [SI-1].
93 T I thought it would be cute to make their classroom the same as ours [SI-2].
94 T So I said 143 [SI-1].
95 T (Um) so you could include room 207 in a school or something [SI-1].
96 T What was the problem of our story [SI-1]?
97 T And be careful because this could be a little tricky [SI-1].
98 ; :03
99 T What was our problem [SI-1]?
100 ; :03
101 T XXX [SI-X].
102 T O_name [SI-X].
103 = [6]
104 T Mm, it could be [SI-1].
105 T But that/'s not really the problem [SI-1].
106 T We did/n't get into alot of the problem [SI-1].
107 T It was very quick [SI-1].
108 T A_name [SI-X].
109 = [4]
110 T Not quite [SI-X].
111 T She was/n't there [SI-1].
112 T But that was/n't the big problem in the story [SI-1].
113 ; :02
114 T A_name [SI-X].
115 = [2]
116 T The kid/s were misbehave/ing [SI-1].
117 T They would not listen to anything that Miss Nelson said, OK [SI-2]?
118 T So that was the problem [SI-1].
119 T That/'s what was wrong in the story [SI-2].
120 T So how did Miss Nelson fix that [SI-1]?
121 T What was the solution to that problem of the children misbehaving, A_name [SI-1]?
122 = [10]
123 T OK [SI-X].
124 T Anybody wanna add to A_name/z answer [SI-1]?
125 T O_name [SI-X].
126 = [7]

127 T Mhm [SI-X].
128 T A_name [SI-X].
129 = [8]
130 T Right [SI-X].
131 T Very well might [SI-0].
132 T We don't know [SI-1].
133 T B_name, you wanna add anything else [SI-1]?
134 = [6]
135 T OK [SI-X].
136 T A_name [SI-X].
137 = [2]
138 T They were [SI-1].
139 T And how did she fix that [SI-1]?
140 = [4]
141 T Mhm [SI-X].
142 T And she was a mean teacher, was/n't she [SI-2]?
143 T What do you all think [SI-1]?
144 T Maybe next time you/'re not good listener/s, I should go get a mean teacher to come in here [SI-2].
145 = 14:31
146 - 4:37

fb_5778.slt

1 \$ Teacher
2 + ParticipantId: FB_5778
3 + Context: Classroom Instruction
4 + Story: Butterfly Boy
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:18
11 T Just by looking at the cover, fiction or non fiction [SI-X]?
12 = [2]
13 T And why is important that we know whether a book is fiction or non fiction [SI-2]?
14 T Z_name [SI-X].
15 = [15]
16 T And why is it important to know whether it/s (an) a fiction or a non fiction [SI-2]?
17 T C_name [SI-X].
18 = [4]
19 T Why is it important to know if it/'s fiction or non fiction [SI-2]?
20 = [3]
21 T Right [SI-X].
22 T And when it/'s fiction, what are we look/ing for [SI-2]?
23 T What are we look/ing for [SI-1]?
24 T (The characte*) all the character/s or [SI-X]~
25 T The main character [SI-X].
26 T Who do you think the main character might be just by looking at the ti* [SI-X]^
27 T We/'re gonna raise a quiet hand [SI-1].
28 T G_name [SI-X].
29 = [3]
30 T The Butterfly Boy [SI-X].
31 T OK [SI-X].
32 T Let/'us take a look and see [SI-1].
33 ; :02
34 T And I want you to think about who this main character would be [SI-2].
35 T But before we start there/'s a word that some of you know that mean/3s grandfather in Spanish [SI-4].
36 T Who know/3s what [SI-X]>
37 T (A*) abuelo [SI-X].
38 T Say it again so I can do it [SI-2].
39 T Awuelo[EW:abuelo] [SI-X].
40 T So this book does have awuelo [SI-1].
41 T Everybody say it [SI-1].
42 T Say it again [SI-1].

43 T And what does awuelo mean [SI-1]?
 44 T Grandfather [SI-X].
 45 T So (the) I want you to be listening for that word, OK [SI-1]?
 46 = [3]
 47 T Abuelo [SI-X].
 48 T OK [SI-X].
 49 T OK [SI-X].
 50 T So let/'us start reading [SI-1].
 51 = [1:10]
 52 T Say it again for me [SI-1].
 53 = [10]
 54 T So his grandfather had something called a stroke probably [SI-1].
 55 T Or he/'s sick [SI-1].
 56 T And he can/'t talk anymore[SI-1].
 57 T And he only has one hand that/'s good to use [SI-2].
 58 T So he use/3s expression/s on his face to kinda communicate to his grandson how he/'s feel/ing [SI-2].
 59 = [27]
 60 T So what/'s his real name [SI-1]?
 61 T Is his real name Butterfly Boy [SI-1]?
 62 T A_name, what/'s his real name [SI-1]?
 63 = [4]
 64 T That/'s the grandfather [SI-1].
 65 T What is the boy/z name [SI-1]?
 66 T Emilio [SI-X].
 67 T And what is his nickname [SI-1]?
 68 T What is Emilio/z nickname [SI-1]?
 69 T I_name [SI-X].
 70 = [2]
 71 T And how did he get that nicknanme [SI-1]?
 72 T J_name [SI-X].
 73 = [10]
 74 T Why did she call him Butterfly Boy [SI-1]?
 75 = [13]
 76 T Why did they never call him Butterfly Boy [SI-1]?
 77 = [3]
 78 T Mhm [SI-X].
 79 = [12]
 80 T Say it again [SI-1].
 81 T Abuelo [SI-X].
 82 T I/'m have/ing trouble with that [SI-1].
 83 = [12]
 84 T What is he look/ing at now instead of butterfly/s because it/'s cold out [SI-2]?
 85 T Bird/s [SI-X].
 86 T Mhm [SI-X].

87 = [17]
 88 T So what/'s the name of these butterfly/s [SI-1]?
 89 T They/'re not monarch/s like (w*) we learn/ed about [SI-2].
 90 T What is the name of these [SI-1]?
 91 T Red admiral/s [SI-X].
 92 T And what are they attracted to [SI-1]?
 93 T What do they like to land on [SI-1]?
 94 T D_name [SI-X].
 95 = [4]
 96 T What are they attracted to [SI-1]?
 97 = [7]
 98 T Listen carefully [SI-1].
 99 = [8]
 100 T What are they attracted to J_name [SI-1]?
 101 = [2]
 102 T Uhhuh [SI-X].
 103 = [5]
 104 T So what color do you think the garage must be that they/'re always on the garage [SI-2]?
 105 T G_name [SI-X].
 106 = [3]
 107 T They like white surface/s [SI-1].
 108 T So what color do you think [SI-X]^
 109 T White [SI-X].
 110 T That/'s right [SI-1].
 111 T That/'s why they/'re always on the garage [SI-2].
 112 = [7]
 113 T Hibernate [SI-X].
 114 T Who remember/3s that word *and what it mean/3s [SI-2]?
 115 T Hibernate [SI-X].
 116 T K_name [SI-X].
 117 = [3]
 118 T They sleep in the winter [SI-1].
 119 T That/'s right [SI-1].
 120 = [18]
 121 T So what do the red admiral/s do in the wintertime [SI-2]?
 122 T N_name [SI-X].
 123 T That/'s right [SI-1].
 124 T They hibernate [SI-1].
 125 = [8]
 126 T When do these red admiral/s come back [SI-1]?
 127 T K_name [SI-X].
 128 = [2]
 129 T If they/'re hibernate/ing in the winter when do they come back [SI-2]?
 130 = [4]

131 T Listen K_name [SI-1].
132 T Spring blossom/ed [SI-1].
133 T When do you think they/'re gonna come back [SI-2]?
134 = [2]
135 T In the spring [SI-X].
136 = [1:00]
137 T OK, good reader/s stop in the middle and think about what/'s happen/ing in the story [SI-2].
138 T OK [SI-X].
139 T This seem/3s like a good place to stop, OK [SI-1]?
140 T Why did Emilio cry out, "Papa stop" [SI-2]?
141 T N_name [SI-X].
142 = [14]
143 T Right [SI-X].
144 T Very good [SI-X].
145 = [10]
146 T Why does/n't he want him to do that [SI-1]?
147 T Why is he say/ing he can/'t R_name [SI-2]?
148 =9:43
149 -3:36

fb_5858.slt

1 \$ Teacher
2 + ParticipantId: FB_5858
3 + Context: Classroom Instruction
4 + Story: Butterfly Boy
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 1:12
11 T OK remember, the first thing we do before we start any book is to think about its type, whether it/'s an information book or whether it is a story book because that/'s gonna give us our purpose [SI-6].
12 T If it/'s an information book we/'re gonna learn from it [SI-2].
13 T If it/'s a story book we know we/'re gonna be entertained by it [SI-2].
14 T It will help us think about the type of thing/s [SI-X]>
15 T Do we need to think about the information we/'re learn/ing [SI-2]?
16 T Or do we need to be able to retell what we/'ve been entertained by [SI-2]?
17 T What happen/ed to the main character [SI-X].
18 T Alright, so think inside your head, OK, of what kind of a book you think it/'s go/ing to be, OK [SI-3]?
19 T Think for a minute [SI-1].
20 T Now, look for clue/s so that you know *it really well [SI-2].
21 T And I/'m gonna (um) say thumb/s up, thumb/s down with your thinking buddy [SI-1].
22 = [3]
23 T Thumb/s up, thumb/s down [SI-X].
24 T XXX [SI-X].
25 T Alright now[EW] your job now, once I tell you who go/3s first, will be to say whether you think it/'s an information book or a story book and how you know [SI-5].
26 T Thumb/s up, thumb/s down [SI-X].
27 T K_name/'s wash/ing her hand/s [SI-1].
28 T So (um) M_name, why don't you go with L_name [SI-1].
29 T A_name, are you stand/ing or sit/ing [SI-1]?
30 T What are you do/ing [SI-1]?
31 T (Um) A_name, you XX because K_name/'s wash/ing her hand/s [SI-X].
32 T OK, your job is to think about information book *or story book [SI-1].
33 T Thumb/s down [SI-X].
34 T First raise your hand if you/'re first [SI-2].
35 T Alright, turn to your thinking buddy [SI-1].
36 T Information book or story book [SI-X].
37 = [12]
38 T It/'s from the title [SI-1]?
39 T OK [SI-X].
40 = [2]

41 T How do the picture/s let you know that it/'s a (um) story book [SI-3]?
 42 = [9]
 43 T People/z XX [SI-X].
 44 T Alright, XX [SI-X].
 45 T Please make sure you switch [SI-1].
 46 T Let your buddy talk if you have/n't [SI-2].
 47 T Ten more second/s [SI-X].
 48 T Thank you [SI-X].
 49 T Awesome job [SI-X].
 50 = [5]
 51 T Five second/s [SI-X].
 52 = [3]
 53 T Zero [SI-X].
 54 T Criss cross, applesauce [SI-X].
 55 T Eye/s on Mrs_F_name [SI-X].
 56 T Super job [SI-X].
 57 T We/'ll take two people to say what either you said or what your thinking buddy said [SI-3].
 58 T S_name, what/'re you think/ing [SI-1]?
 59 = [8]
 60 T Right [SI-X].
 61 T Does anybody have anything different [SI-1]?
 62 T Well T_name, since you share/ed with me go right ahead [SI-1].
 63 = [11]
 64 T Right [SI-X].
 65 T And I like how you share/ed with me that people/z cheek/s don't really look like this [SI-3].
 66 T And these are drawing/s [SI-1].
 67 T So boy/s and girl/s, you are correct [SI-1].
 68 T This is a fiction story [SI-1].
 69 T This is indeed a story book [SI-1].
 70 T Something you need to know [SI-1].
 71 T You need to turn around A_name and stop [SI-1].
 72 T Stop [SI-1].
 73 T Now, inside this book is a character whose name is Abuelo [SI-2].
 74 T Can you say abuelo [SI-1]?
 75 T Abuelo is a Spanish term for what [SI-1]?
 76 T I see a hand [SI-1].
 77 T Do you know [SI-1]?
 78 T You have an abuelo who/'s very sick right now [SI-2].
 79 T Who [SI-X]?
 80 T Your grandpa or grandfather [SI-X].
 81 T So how many of you knew the word abuelo mean/3s grandfather [SI-2]?
 82 T Well everyone else, let/'us hear you say it [SI-2].
 83 T What does abuelo mean [SI-1]?
 84 = [3]

85 T Abuelo mean/3s what [SI-1]?
 86 T Grandfather [SI-X].
 87 T So there is go/ing be, shh, an abuelo here [SI-1].
 88 T Remember in the back of your mind, it mean/3s grandfather, OK [SI-2]?
 89 T Now we know that in a story book that[EW] the main character is most often on the front cover [SI-2].
 90 T So your job today is to be thinking about the main character [SI-1].
 91 T And if[EW] this main character, who happen/3s to be the butterfly boy, does he have any other name/s in this story [SI-2]?
 92 T So that/'s what we/'re gonna focus on as we read today, OK [SI-3]?
 93 T Listen to see if this main character, the butterfly boy, has any other name/s, OK [SI-2]?
 94 ; :03
 95 T Alright [SI-X].
 96 T OK, so here we go [SI-1].
 97 T Butterfly Boy by Virginia Kroll [SI-X].
 98 T (Um) who is your thinking buddy dear [SI-1]?
 99 = [3]
 100 T (Uh) is that any of your business [SI-1]?
 101 T Is it [SI-1]?
 102 T No [SI-X].
 103 T She/'s do/ing exactly what she/'s supposed to right now [SI-2].
 104 = [32]
 105 T Oh, and seeing E_name/z hand, I forgot to mention something important [SI-1].
 106 T Remember, if you have a question about something that/'s happen/ing or a word please raise your hand and ask [SI-3].
 107 T Thank you for raising your hand and asking E_name [SI-X].
 108 T Yes [SI-X].
 109 = [11]
 110 T Yeah [SI-X].
 111 T (Um) but he said, remember, "Emilio wheel/ed abuelo, his grandfather, out into the sunshine" [SI-2].
 112 T So (I bet um) is anyone think/ing of (what mo* what) how *you can you[EW] wheel someone out [SI-1].
 113 T How could that be [SI-1]?
 114 T What are you think/ing _name [SI-1].
 115 T *It could be a wheelchair [SI-0].
 116 T That/'s exactly what I/'m think/ing [SI-2].
 117 T How many were think/ing, "oh, a wheelchair" [SI-1]?
 118 T Now also, listen here [SI-1].
 119 = [8]
 120 T So now we know that (um) Emilio is gonna read to his grandfather [SI-2].
 121 T But that his mom and dad say that Grandfather does/n't understand word/s anymore [SI-2].
 122 T So how many of you think that maybe Grandfather/'s (kinda) kinda old right now [SI-2]?
 123 T Yeah [SI-X].
 124 T Does[EW:do] any of you have a grandparent who/'s pretty old and (i*) has a hard time understanding thing/s sometime/s [SI-2]?
 125 T Oh, look at all those hand/s [SI-X].
 126 T Wow [SI-X].

... ..
127 T OK [SI-X].
128 T Let/'us keep read/ing [SI-1].
129 T Oh, a question [SI-X].
130 T Let/'us hear it honey [SI-1].
131 = 7:57
132 - 6:07

fb_5950.slt

1 \$ Teacher
2 + ParticipantId: FB_5950
3 + Context: Classroom Instruction
4 + Story: Jessica
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:20
11 T Can your best friend be imaginary [SI-1]?
12 = [2]
13 T I/m think/ing [SI-1].
14 T And I hope you/re think/ing about what imaginary mean/3s, if something is imaginary [SI-4].
15 T And this whole book is about imaginary friend/s [SI-1].
16 T What does it mean S_name [SI-1]?
17 = [5]
18 T Invisible [SI-X].
19 T OK [SI-X].
20 T Alright [SI-X].
21 T Yes, J_name [SI-X].
22 = [5]
23 T Oh wow [SI-X].
24 = [4]
25 T Great thinking [SI-X].
26 T It does/n't exist [SI-1].
27 T I like that word [SI-1].
28 T (Do you) can you tell me a little bit more about exist [SI-1]?
29 ; :02
30 T (If a person) if a friend does/n't exist, is it there or is it not there [SI-3]?
31 = [2]
32 T It/s not there [SI-1].
33 T It/s (no*) a person who is not there [SI-2].
34 T Yes M_name [SI-X].
35 = [20]
36 T Very nice [SI-X].
37 T OK [SI-X].
38 T So we know what imaginary mean/3s [SI-2].
39 T That could be a tricky word [SI-1].
40 T Alright [SI-X].
41 = [41]
42 T She/s talk/ing to her [SI-1].

43 = [38]
 44 T M_name XX [SI-X].
 45 = [10]
 46 T So who do you think is build/ing the block/s [SI-2]?
 47 = [7]
 48 T Anybody wanna help M_name with that [SI-1]?
 49 T J_name [SI-X].
 50 = [4]
 51 T Maybe what [SI-X]?
 52 = [7]
 53 T But if she/'s imaginary could she help her [SI-2]?
 54 T How [SI-X]?
 55 = [5]
 56 T But if she/'s imaginary who/'s do/ing it [SI-2]?
 57 T You said [SI-X]>
 58 T Does she exist [SI-1]?
 59 T So could she build block/s [SI-1]?
 60 T A_name [SI-X].
 61 = [9]
 62 T OK [SI-X].
 63 T What/'s her name [SI-1]?
 64 T Ruthie [SI-X].
 65 T Thank you A_name [SI-X].
 66 T You/'re absolutely right [SI-1].
 67 T Ruth [SI-X]^
 68 T That/'s Jessica [SI-1].
 69 T And Ruthie is [SI-X]>
 70 T No [SI-X].
 71 T This is Ruthie [SI-1].
 72 T Jessica is the imaginary *one [SI-1].
 73 = [28]
 74 T Yes [SI-X].
 75 = [50]
 76 T I want you to think about that for a minute because it keep/3s say/ing there was no Jessica [SI-3].
 77 T But then it say/3s, "but there was" [SI-2].
 78 T Can you talk to your talking partner about that thought [SI-1]?
 79 = [7]
 80 T What do you think [SI-1]?
 81 = [4]
 82 T (You don't) you think what [SI-1]?
 83 = [4]
 84 T Do you think Jessica is[EW:does] really exist [SI-2]?
 85 = [3]
 86 T Where is [SI-X]^

87 = [3]
 88 T She does/n't want Jessica at her party [SI-1]?
 89 T But is Jessica really there [SI-1]?
 90 T But if she/'s imaginary, I mean, is she really there [SI-3]?
 91 ; :02
 92 T So (why does) why do they keep saying, "(but there was) but there is a Jessica" [SI-2]?
 93 T Who/'s think/ing there is one [SI-2]?
 94 = [2]
 95 T Ruthie [SI-X].
 96 = [6]
 97 T Well, what are our thought/s about this [SI-1]?
 98 T (What/'re your) what are your partner/s/z thought/s [SI-1]?
 99 T S_name, what were P_name/z thought/s [SI-1]?
 100 = [6]
 101 T Well, I want your partner to share because you need/ed to be a good listener [SI-2].
 102 T P_name, could you share it [SI-1]?
 103 = [4]
 104 T Well, that was/n't (my cho*) my question [SI-1].
 105 T My question was, "why is it" [SI-X]>
 106 T Well, I/'ll have to take somebody else [SI-1].
 107 T You need to better listener/s and better partner/s [SI-1].
 108 T N_name, what did your partner say [SI-1]?
 109 = [9]
 110 T Oh, I know what you/'re think/ing about because you have a text to text connection, don't you [SI-4]?
 111 T Why do you have a text to text connection [SI-1]?
 112 T Tell me why [SI-1].
 113 T You know why J_name [SI-1].
 114 T Because what [SI-X]?
 115 = [2]
 116 T You have a sister [SI-1].
 117 T But you have already what [SI-1]?
 118 = [2]
 119 T And you know it [SI-1].
 120 T So there, I like that because she know/3s there really is Jessica [SI-3].
 121 T Excuse me A_name [SI-X].
 122 T Could you turn around please [SI-1]?
 123 ; :02
 124 T Alright [SI-X].
 125 T But why (does sp*) does Ruthie keep thinking there/'s a Jessica [SI-2]?
 126 = [8]
 127 T OK [SI-X].
 128 T You/'re think/ing of the text to text too [SI-1].
 129 T OK [SI-X].
 130 T Where is Jessica (in) in Ruthie/z mind [SI-1]?

131 = [2]
132 T Where is she [SI-1]?
133 = [3]
134 T She/'s in her mind [SI-1].
135 T Exactly [SI-X].
136 T And she/'s not really there in person, right [SI-1]?
137 = [21]
138 T OK [SI-X].
139 T Alright [SI-X].
140 T Just (we/'re go*) be thinking about some imaginary friend/s that you might have had too [SI-2].
141 T Alright [SI-X].
142 = [17]
143 T But guess what [SI-1]?
144 T Jessica went anyway [SI-1].
145 = [28]
146 T And these are all the name/s of all the student/s in the kindergarten class [SI-1].
147 = [16]
148 T Yes P_name [SI-X].
149 = [9]
150 T And guess what [SI-X]?
151 T I just read that name too, did/n't I [SI-2]?
152 T So there is a Jessica in the class [SI-1].
153 = [2]
154 T _name [SI-X].
155 = [3]
156 T Yeah [SI-X].
157 T I did [SI-1].
158 = 10:52
159 - 4:14

fb_5973.slt

1 \$ Teacher
2 + ParticipantId: FB_5973
3 + Context: Classroom Instruction
4 + Story: Albert's Impossible Toothache
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:19

11 T Barbara Williams is the author [SI-1].
12 T And Doug Cushman is the illustrator [SI-1].
13 T Reading a story more than once can be useful [SI-1].
14 T Often we read it's[EW:a] book again [SI-1].
15 T And we learn new thing/s about the character or the story XX [SI-X].
16 T It also help/3s us to remember the book better [SI-1].
17 T XXX [SI-X].
18 T XXX [SI-X].
19 T While I read today, I want you to XX about how the author tell/3s us about the main character/s and the X
thing/s that have happened in the story [SI-X].
20 T See if you hear anything this time that you did/n't notice last time when we first read the story [SI-3].
21 T When I am done reading the story, everyone is go/ing to get a chance to practice doing a complete retell
of the story [SI-2].
22 T XX vocabulary word [SI-X].
23 T Does anybody remember what the word impossible mean/*3s [SI-2]?
24 T What does the impossible X [SI-X]?
25 = [2]
26 T That is XX [SI-X].
27 T How about our second word, worried [SI-1].
28 T What does it mean if you are to worry about someone [SI-2]?
29 = [6]
30 T You can be scared of something or XX [SI-X].
31 T How about our last word, announce [SI-X]?
32 T What does the word announce mean [SI-1]?
33 = [3]
34 T Say something loud [SI-0].
35 T Very good [SI-X].
36 T What was the opposite that we said yesterday, of announce [SI-2]?
37 = [8]
38 T XX announcement/s [SI-X].
39 T XX out loud [SI-X].

40 = [4]
 41 T Oh, because we said XX impossible is possible [SI-X].
 42 T But what did we use as a difference between announce or [SI-2]~
 43 = [2]
 44 T Whisper XX [SI-X].
 45 T (So um :02) so what I want you do right now is XX yourself about the ending of the sentence [SI-X].
 46 T (Sometime/s) I sometime/s worry about [SI-1]~
 47 T Turn to your neighbor and tell them something that they[EW:you] worry about [SI-2].
 48 = [13]
 49 T You guy/s can talk XX [SI-X].
 50 T Who would like to share their sentence (about wh*) using the word worried [SI-1]?
 51 = [12]
 52 T Mhm [SI-X].
 53 T (Y*) you /re worried about that one day you will get lost in the store [SI-2].
 54 = [3]
 55 T That someone/'s gonna steal you [SI-1].
 56 T Now what/'s another example of using the word worried in a sentence [SI-1]?
 57 = [4]
 58 T You worried XX [SI-X].
 59 T Now let/'us use the word impossible in a sentence with your partner [SI-1].
 60 T Ready, go [SI-X].
 61 = [31]
 62 T OK, eye/s on me [SI-0].
 63 T Who would like to share their sentence using the word impossible [SI-1]?
 64 = [3]
 65 T The name/s are impossible [SI-1].
 66 T Good [SI-X].
 67 T XX one more [SI-X].
 68 = [9]
 69 T Let/'s use our last word, announce, and put that in a sentence [SI-1].
 70 T Ready, go [SI-X].
 71 = [34]
 72 T That/'s a good job [SI-1].
 73 T And one more [SI-X].
 74 = [6]
 75 T You announced that you XX to your friend/s [SI-X].
 76 T Good [SI-X].
 77 = [9]
 78 T XXX [SI-X].
 79 T OK, let/'us start reading [SI-1].
 80 T Today, as you are listen/ing to this story I want you to put your thumb up if you hear one of our vocabulary word/s [SI-3].
 81 T So if I say the word impossible what are you go/ing to do [SI-2]?
 82 = [2]

83 T If I say the word worried, what are you go/ing to do [SI-2]?
 84 T If I say the word the, what are you go/ing to do [SI-2]?
 85 T You don't need to put your thumb/s down [SI-1].
 86 T XX thumb/s XX [SI-X].
 87 T So (boy/s and) T_name gave a good example [SI-1].
 88 T They XX [SI-X].
 89 T OK [SI-X].
 90 T you guy/s ready [SI-X]?
 91 = [13]
 92 T What does someone mean when they tell us [SI-X]?
 93 = [7]
 94 T When something is stuck in your teeth [SI-1].
 95 T And you can XX [SI-X].
 96 = [3]
 97 T XXX [SI-X].
 98 T It mean/3s your teeth XX [SI-X].
 99 = [35]
 100 T What was the vocabulary word that we just heard [SI-2]?
 101 = [23]
 102 T So you all put your thumb/*s up because what word did you hear [SI-2]?
 103 = [2]
 104 T Good [SI-X].
 105 T What does the word impossible mean [SI-1]?
 106 = [2]
 107 T It/'s not happen/ing [SI-1].
 108 T Very good [SI-X].
 109 = [21]
 110 T Good [SI-X].
 111 T Again, what word did we just hear that was one of our vocabulary word [SI-2]?
 112 T Worried [SI-X].
 113 T Everyone show me on your face how[EW:what] it feel/3s[EW:looks] like to be worried [SI-2].
 114 = [3]
 115 T Good [SI-X].
 116 T Good expression/s [SI-X].
 117 T Good [SI-X].
 118 T No one is smile/ing because we don't smile when we/'re worried, do we [SI-3]?
 119 = [1:32]
 120 T So say that (he) he XX [SI-X].
 121 = [1:34]
 122 T Boy/s, you need to put your thumb/s down [SI-1].
 123 = [22]
 124 T Did you guy/s notice that before [SI-1]?
 125 = [4]
 126 T (He had) he had tear/s coming down [SI-1].

... ..

127 = 12:07

128 - 4:15

fb_5975.slt

1 \$ Teacher
2 + ParticipantId: FB_5975
3 + Context: Classroom Instruction
4 + Story: Tale of Despereaux
5 + Transcriber:
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:15
11 T The pea [SI-X].
12 T What does that mean [SI-1]?
13 T You're right [SI-1].
14 T I heard a couple, "pea, pea" [SI-1].
15 T What does that mean [SI-1]?
16 = [3]
17 T Enter the pea [SI-X].
18 T What if I write it on the board for you [SI-1]?
19 T Enter the :02 pea [SI-X].
20 ; :02
21 T What do you think that mean/3s [SI-2]?
22 = [3]
23 T Like a what [SI-X]?
24 = [11]
25 T A pea is a secret dungeon [SI-1].
26 T Good prediction because we already know a dungeon/'s gonna be in the story, right [SI-2]?
27 T That/'s an interesting prediction [SI-1].
28 T So you're use/ing what you already know about the story [SI-2].
29 T The pea [SI-X].
30 T Do you eat pea/s [SI-1]?
31 = [3]
32 T You don't eat pea/s [SI-1].
33 T But do some people eat pea/s [SI-1]?
34 T Is pea some [SI-X]^
35 T Pea/s are those little green round thing/s [SI-1].
36 = [2]
37 T Have you ever heard of a sweet pea [SI-1]?
38 T Oh, well I'll tell you this as a hint [SI-2].
39 T My mom and dad and (my) actually my whole family, my aunt/s and my uncle/s and everybody, they've always called me Sweet Pea [SI-1].
40 T Sweet Pea, :02 as a nickname, OK [SI-X]?
41 T So we're gonna read on [SI-1].

42 T But I just want you to remember that [SI-1].
 43 = [12]
 44 T (A) what/'s abandon [SI-1]?
 45 T Hmm [SI-X].
 46 T Hector abandon/ed us [SI-1].
 47 = [3]
 48 T He left [SI-1].
 49 T He took away [SI-1].
 50 T You got it [SI-1].
 51 T (Um) so they abandon/ed the task [SI-1].
 52 T They abandon/ed (teaching him) how to educate him on being a mouse [SI-1].
 53 = [37]
 54 T What does source mean [SI-1]?
 55 T He discover/ed the source [SI-1].
 56 T Sometime/s it take/3s me awhile to discover the source of the humming in the classroom [SI-1].
 57 = [3]
 58 T He found out who it was [SI-2].
 59 T You/'ve got it [SI-1].
 60 =[10]
 61 T Does music sound like honey sometime/s [SI-1]?
 62 = [2]
 63 T What does honey taste like [SI-1]?
 64 T (Everybody) everybody do this [SI-1].
 65 T Take a spoon [SI-1].
 66 T Fill it with honey [SI-1].
 67 T Stop with the honey [SI-1].
 68 T You don't want it to overflow [SI-1].
 69 T Now put the honey in your mouth [SI-1].
 70 ; :07
 71 T Mm, what are some of the flavor/s you taste [SI-2]?
 72 T What are some of the thing/s you taste [SI-2]?
 73 T You taste sweetness [SI-1].
 74 T Could music sound sweet [SI-1]?
 75 T Yeah [SI-X].
 76 T A_name, what do you say [SI-1]?
 77 = [2]
 78 T Sticky [SI-X].
 79 T Could music sound sticky [SI-1]?
 80 T (Does music sometime/s kinda) the note/s (kinda) do they all come out ding, ding, ding, ding [SI-1].
 81 T Or do they go doooooo dooooo dooooo dooooo dooooo dooooo [SI-1]?
 82 T Do you think they stick together [SI-1]?
 83 T They kinda stick together a little bit [SI-1].
 84 = [18]
 85 T (So it/'s the) so now we know the pea is her [SI-1]~

86 T It/s his daughter [SI-1].
 87 T It/s her name [SI-1].
 88 = [2]
 89 T (Why di*) maybe we/ll find out [SI-1].
 90 = [1:44]
 91 T What/s circumstance [SI-1]?
 92 T No matter what happen/3s don't you dare do it [SI-2].
 93 ; :02
 94 T That/s kinda what they/re say/ing [SI-2].
 95 T So it does/n't matter if Despereaux/z tail is on fire and his whisker/s are fall/ing off [SI-3].
 96 T He must never, ever, ever let a human see him [SI-1].
 97 T That/s the mouse rule [SI-1].
 98 = [2]
 99 T Why [SI-X]?
 100 T What [SI-X]?
 101 T If you saw a mouse in your house, what would you do [SI-2]?
 102 = [3]
 103 T Well, does Despereaux want there to be mousetrap/s all over the (cowstle) castle [SI-1]?
 104 = [3]
 105 T You would keep a mouse as a pet [SI-1].
 106 T Well, then you are a kinder soul than most [SI-1].
 107 = [4]
 108 T What if the mouse is mean [SI-2]?
 109 T I had a hamster that was mean [SI-2].
 110 T But I still kept him and love/ed him [SI-1].
 111 = [10]
 112 T Oh, so they fed him too much [SI-1].
 113 T Well, let/us read on and find out what happen/3s with Despereaux because right now he/s stand/ing in the middle of his castle bedroom all by himself [SI-3].
 114 T And he has broken the important rule [SI-1].
 115 = [48]
 116 T OK [SI-X].
 117 T I have to start over again [SI-1].
 118 T Can I read that paragraph again [SI-1]?
 119 T You know why I/m gonna need to read it again [SI-2].
 120 = [3]
 121 T Because I was so busy yip yapping I forgot where I was [SI-3].
 122 T So that/s a good thing [SI-1].
 123 T That/s a good habit for me to get into [SI-1].
 124 = [1:26]
 125 T Ha, is that a[EW] kinda funny [SI-1]?
 126 T Why [SI-X]?
 127 T Because we know [SI-1]~
 128 T Yeah [SI-X].

... ..

129 T (But) and what did they say about Despereaux in the beginning of the book [SI-1]?
130 = [3]
131 T He/'s very, very small [SI-1].
132 T You/'re right D_name [SI-1].
133 = [5]
134 T Don't ever reveal yourself [SI-1].
135 = [26]
136 T It mean/'s he made a very big mistake [SI-2].
137 = [2]
138 T So be Despereaux [SI-1].
139 T Tremble [SI-1].
140 = [59]
141 T Adjust your crown [SI-1].
142 T Clear your throat {clears throat} [SI-1].
143 = 11:56
144 - 4:07

fb_5986.slt

1 \$ Teacher
2 + ParticipantId: FB_5986
3 + Context: Classroom Instruction
4 + Story: Chrysanthemum
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:14
11 T Good morning boy/s and girl/s [SI-X].
12 T We [SI-X]^
13 T We are go/ing to [SI-X]>
14 T Hand/s down please [SI-0].
15 T We are go/ing to read a book today called Chrysanthemum [SI-1].
16 ; :03
17 T And (w*) this is a part of our author study, (um) the book/s (we) we've been read/ing [SI-2].
18 T (Um) we read Jessica on Monday [SI-1].
19 T We read Owen on Tuesday [SI-1].
20 T We read Wimberly Worried on Wednesday [SI-1].
21 T And today we'll read Chrysanthemum [SI-1].
22 T And these are Kevin Henkes/z book/s [SI-1].
23 T We are do/ing an author study [SI-1].
24 T Why are we do/ing an author study [SI-1]?
25 T We talk/ed about this [SI-1].
26 T _name, why are we look/ing at all these book/s [SI-1]?
27 = [4]
28 T Yes [SI-X].
29 T We/re look/ing to see [SI-X]>
30 T We/re make/ing what [SI-1]?
31 T A comparison between his book/s [SI-X].
32 T We/re look/ing at the difference/s and similarity/*s [SI-1].
33 T Yes R_name [SI-X].
34 = [7]
35 T Right [SI-X].
36 T We/re look/ing at the picture/s [SI-1].
37 T We/re look/ing at the character/s [SI-1].
38 T We/re look/ing at the story pattern/s to see (if there/'s) their similarity/s and difference/s [SI-1].
39 T Yes M_name [SI-X].
40 = [4]
41 T Right [SI-X].
42 T (But) it/'s after a flower [SI-1].

43 T But it/'s really the name of a what [SI-1]?
 44 T Girl [SI-X].
 45 T OK [SI-X].
 46 T Let/'us talk about our vocabulary word/s [SI-1].
 47 T What does perfect mean [SI-1]?
 48 T L_name, wake up [SI-1].
 49 T What does perfect mean [SI-1]?
 50 = [2]
 51 T You are the perfect student [SI-1].
 52 T What does that mean [SI-1]?
 53 = [3]
 54 T You/'re smart [SI-1].
 55 T You do everything %ri, right [SI-1].
 56 T (There/'s you) I can/'t find any mistake/s in you [SI-1].
 57 T You/'re do/ing everything right [SI-1].
 58 T You/'re make/ing all good choice/s [SI-1].
 59 T OK [SI-X].
 60 T (Um) R_name, can you move over here because you/'re block/ing our way [SI-2]?
 61 T Thank you [SI-X].
 62 T OK [SI-X].
 63 T Can you just move over here [SI-1]?
 64 T Thank you [SI-X].
 65 T OK [SI-X].
 66 T Put your hand down right now, OK because you gotta wait until the next one [SI-2].
 67 T Whisper [SI-X].
 68 T He whisper/ed to me [SI-1].
 69 T This is the next word [SI-1].
 70 T (Um) J_name, what does whispered mean to you [SI-1]?
 71 = [4]
 72 T OK, can you (give me an exam*) do an example of that [SI-1]?
 73 ; :02
 74 T Hello J_name {whispered} [SI-X].
 75 T Give me an example [SI-1].
 76 = [2]
 77 T OK [SI-X].
 78 T Talking in a very low voice [SI-0].
 79 T OK, giggled [SI-X].
 80 T A_name, what does giggle mean {giggles} [SI-1]?
 81 T To laugh [SI-X].
 82 T OK [SI-X].
 83 T Dreadful [SI-X].
 84 T She was absolutely dreadful [SI-1].
 85 T What does that mean [SI-1]?
 86 T Mr_J_name, dreadful [SI-X].

87 = [2]
 88 T (Um) don't do that please [SI-1].
 89 T Thank you [SI-X].
 90 T What does dreadful mean [SI-1]?
 91 ; :11
 92 T J_name, you are very dreadful [SI-1].
 93 ; :05
 94 T (Uh) S_name, what does that mean to you [SI-1]?
 95 = [2]
 96 T No, dreadful [SI-X].
 97 T (Uh) you know what [SI-1]?
 98 T You/re gonna move your card, OK [SI-1]?
 99 T I/m done [SI-1].
 100 T Thank you [SI-X].
 101 T OK [SI-X].
 102 T What does dreadful mean [SI-1]?
 103 T Put the other hand up if you need to [SI-2].
 104 T Good [SI-X].
 105 T OK [SI-X].
 106 T What does dreadful mean [SI-1]?
 107 T Hello [SI-X].
 108 T C_name, what does dreadful mean [SI-1]?
 109 T The girl was so dreadful [SI-1].
 110 ; :04
 111 T Dreadful kinda mean/3s (um) disgusting, not very attractive [SI-1].
 112 T (Um) something is/n't (uh) appealing to you [SI-1].
 113 T You don't really like it [SI-1].
 114 T (It/'s) it/'s not very (um) great [SI-1].
 115 T It/'s something that you would/n't be attract/ed to [SI-2].
 116 T I don't know how else to explain it [SI-1].
 117 T So let/'us move on [SI-1].
 118 T Precious [SI-X].
 119 T H_name, you are very precious to me [SI-1].
 120 T What does precious mean [SI-1]?
 121 ; :04
 122 T XXX [SI-X].
 123 ; :02
 124 T (Uh) let/'us see [SI-1].
 125 T J_name, (what does) I/m sure your dad say/3s you/re precious to him [SI-3].
 126 T What does that mean [SI-1]?
 127 T Because I know how your parent/s are with you [SI-2].
 128 T You/re very special to them [SI-1].
 129 T Precious [SI-X].
 130 T You/re cute [SI-1].

... ..

131 = 4:29

132 - 3:59

fb_6052.slt

1 \$ Teacher
2 + ParticipantId: FB_6052
3 + Context: Classroom Instruction
4 + Story: Albert's Impossible Toothache
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:29
11 T What does the author do [SI-1]?
12 T K_name [SI-X].
13 = [2]
14 T *She write/3s the word/s or the text in the story [SI-0].
15 T What does the illustrator do [SI-1]?
16 T A_name [SI-X].
17 T *He draw/3s the picture/s [SI-0].
18 T *The illustrator draw/3s the picture [SI-1].
19 T And before we start we/re go/ing to review our vocabulary word/s (so) because I want you to listen for them today when I/m read/ing [SI-4].
20 T I want you to listen for those new word/s [SI-1].
21 T And our first new word we are go/ing to listen for is impossible [SI-2].
22 T And what does impossible mean [SI-1]?
23 T It mean/3s it/s not possible [SI-2].
24 T It can/t happen [SI-1].
25 T OK [SI-X].
26 T So what does impossible mean [SI-1]?
27 T It can/t happen [SI-1].
28 T OK [SI-1]?
29 T The other word we/re go/ing to listen for is toothache [SI-2].
30 T Toothache [SI-X].
31 T What is a toothache [SI-1]?
32 = [6]
33 T When your tooth hurt/3s alot [SI-1].
34 T That/s what a toothache is [SI-2].
35 T When your tooth hurt/3s alot [SI-1].
36 T (A*) we also practice/ed the word announce [SI-1].
37 T Announce [SI-X].
38 T (A*) announce mean/3s to say something out loud, say it with authority [SI-1].
39 T So what does announce mean [SI-1]?
40 T It mean/3s to say it what [SI-1]?
41 T Out loud or loud or with authority [SI-X].

42 T OK, I would like everyone looking up here [SI-1].
 43 T And I/d like everybody participating [SI-1].
 44 T Now, I wanna see everybody/z eye/s [SI-1].
 45 T When I/'m look/ing out there I want to see everyone/z eye/s [SI-2].
 46 T You need to pay attention [SI-1].
 47 T OK [SI-X].
 48 T Now, we/'re go/ing to reread a whole story because sometime/s we reread a story to review the story [SI-2].
 49 T And it help/3s us get more detail/s for our retelling [SI-1].
 50 T It help/3s us understand thing/s that perhaps we did/n't understand the first time we read the story [SI-3].
 51 T And now that we/'ve practiced doing a retelling already once, now[EW] you can be listening for those thing/s and see if we include/ed them and see if we remember/ed everything that was important [SI-5].
 52 T And I also want you to listen for some of those vocabulary word/s that we talk/ed about [SI-2].
 53 = [4]
 54 T Yeah [SI-X].
 55 T (Um) who was the main character in our story [SI-1]?
 56 = [2]
 57 T Albert [SI-X].
 58 T And what can we say about our main character [SI-1]?
 59 T What can we tell about him [SI-1]?
 60 T What is he [SI-1]?
 61 T C_name [SI-X].
 62 = [3]
 63 T He/'s a young green turtle [SI-1].
 64 T And we kinda figure/ed out he was young [SI-2].
 65 T How did we figure out that Albert was young [SI-2]?
 66 T I_name [SI-X].
 67 = [3]
 68 T *He had a big brother and sister [SI-0].
 69 T OK [SI-X].
 70 T And what/'s another way we figure/ed out that he was young still [SI-3]?
 71 T E_name [SI-X].
 72 T Yeah, he live/3s with his mom and dad [SI-1].
 73 T OK, C_name [SI-X].
 74 T He go/3s to school [SI-1].
 75 T That/'s right [SI-1].
 76 T All those thing/s (help/ed us reme*) help/ed us figure out that he was a young turtle [SI-2].
 77 T No [SI-X].
 78 T If this had been a story about Albert/z grandmother, do you think it would/'ve talked about her going to school [SI-3]?
 79 T XX now [SI-X].
 80 T So, that/'s how we can tell X Albert's Impossible Toothache [SI-X].
 81 ; :04
 82 T OK [SI-X].

83 = [43]
 84 T And why did we say it was impossible for them to have a toothache [SI-2]?
 85 T Why D_name [SI-X]?
 86 = [2]
 87 T Because turtle/s don't have teeth [SI-1].
 88 = [32]
 89 T What does it mean to worry [SI-1]?
 90 = [2]
 91 T XXX [SI-X].
 92 T It mean/s what E_name [SI-1]?
 93 = [3]
 94 T OK [SI-X].
 95 T Or anxious, to be anxious about something (that your) or nervous about it [SI-X].
 96 T XXX [SI-X].
 97 = [36]
 98 T He/'s in that bedroom back there [SI-1].
 99 T See him back XX [SI-X].
 100 = [1:09]
 101 T It/'s a big fish [SI-1].
 102 T And I/'m glad you ask/ed that question M_name [SI-2].
 103 T That/'s another way to help us understand the story because if you have a question as I/'m read/ing, you can always raise your hand and ask it [SI-4].
 104 T We/'ve talk/ed about that before [SI-1].
 105 T *It help/3s you understand it [SI-0].
 106 T So it/'s a great big fish [SI-1].
 107 = [48]
 108 T So *do you notice how Albert/'s remember/ing all the (t*) other time/s that his mother has believed other people in the family [SI-2].
 109 T And he want/3s her to believe him [SI-1].
 110 = [17]
 111 T I think I would be worried to if I were her [SI-2].
 112 T I see that crocodile in the water too [SI-1].
 113 = [4]
 114 T OK [SI-X].
 115 = [4]
 116 T Yes, A_name [SI-X]?
 117 = [2]
 118 T I don't think so because it/'s not really part of this story [SI-2].
 119 T I think the illustrator just put it in to make the picture interesting [SI-2].
 120 =[22]
 121 T Yeah [SI-X].
 122 T He/'s very sad, is/n't he [SI-2].
 123 T And why do you think he/'s so sad [SI-3]?
 124 T Why do you think C_name [SI-1]?

125 = [2]
 126 T Because no one believe/ed him [SI-1].
 127 T I think you/'re right [SI-2].
 128 = [38]
 129 T There/'s that word anounced again[SI-1].
 130 = [4]
 131 T Mhm [SI-X].
 132 = [10]
 133 T Who remember/3s [SI-X]>
 134 T We talk/ed yesterday or the other day about playing possum [SI-1]?
 135 T What is that [SI-1]?
 136 T (Wh*) M_name XX that was?
 137 = [2]
 138 T Like playing a trick [SI-X].
 139 T And possum/s [SI-X]^
 140 T Yeah [SI-X].
 141 T And possum/s always pretend like they/'re asleep or they/'re dead if they don't want someone to bother them [SI-4].
 142 T So, (he) they want to know if he/'s still play/ing possum and trick/ing them [SI-2].
 143 = [13]
 144 T How many of you think you/'d like cricket leg/s for lunch today [SI-2].
 145 = 11:11
 146 - 4:58

fb_6060.slt

1 \$ Teacher
2 + ParticipantId: FB_6060
3 + Context: Classroom Instruction
4 + Story: The Library
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:14
11 T I/'m look/ing at the cover of this book [SI-1].
12 T What do you think it/'s gonna be about [SI-2]?
13 T Or does the title give you a clue [SI-1]?
14 T O_name [SI-X].
15 = [6]
16 T OK [SI-X].
17 ; :02
18 T That a girl get/3s a bunch of book/s [SI-1].
19 T And she/'s gonna take them [SI-1].
20 T What do you think M_name [SI-1]?
21 = [2]
22 T She might buy a bunch of book/s [SI-1].
23 T A_name [SI-X].
24 T {Gasp} you think it/'s gonna be about a book fair at the library [SI-2].
25 T And B_name [SI-X].
26 = [4]
27 T Oh that/'s a good [SI-X]^
28 = [3]
29 T Oh a librarian who take/3s them home and check/3s them and make/3s sure they/'re OK to read [SI-2].
30 T Is that what you mean [SI-2]?
31 T Good [SI-X].
32 T Good idea [SI-X].
33 T OK [SI-X].
34 T Well, let/'us get started [SI-1].
35 T Look at the inside cover [SI-1].
36 T That/'s neat [SI-1].
37 T Book/s and book/s and more book/s on shelves [SI-0].
38 ; :02
39 T The Library [SI-X].
40 T Look at the (ta*) title page [SI-1].
41 T That/'s interesting [SI-1].
42 T This title page does/n't have the author/z name on it [SI-1].

43 T does it [SI-1]?
 44 ; :03
 45 T It has another one [SI-1].
 46 T But it/'s just like our book last week, remember [SI-1]?
 47 = [19]
 48 T Does anybody know what nearsighted mean/3s [SI-2]?
 49 T If you/'re nearsighted [SI-1]?
 50 ; :02
 51 T Anyone [SI-X]?
 52 = [2]
 53 T Not blind [SI-X].
 54 T Though it does have to do with your eye/s [SI-1].
 55 T And I thought that/'d be a word we might not know [SI-3].
 56 T Do you need a little help [SI-1]?
 57 T You wanna try]_name [SI-1]?
 58 = [5]
 59 T Yeah, if you/'re OK [SI-1].
 60 T How about when you/'re a baby [SI-1]?
 61 T (The the) that/'s what they/'re talk/ing about [SI-2].
 62 T She/'s a little baby [SI-1].
 63 T And she/'s nearsighted [SI-1].
 64 T So how are baby/s/z eye/s when they/'re first born [SI-2]?
 65 T Can they see very good [SI-1]?
 66 T Can they see their mommy [SI-1]?
 67 T Yes because she/'s close, right [SI-1]?
 68 T But can she see you if you/'re across the room, the little baby [SI-2]?
 69 T No [SI-X].
 70 T So nearsighted actually mean/3s you can/'t see very good far away [SI-2].
 71 T OK [SI-X]?
 72 = [12]
 73 T Help me out with incredible [SI-1].
 74 T What does that word mean [SI-1]?
 75 T What/'s a synonym if you are incredible [SI-2]?
 76 = [7]
 77 T Mm [SI-X].
 78 = [2]
 79 T Very good at something [SI-X].
 80 T So what/'s a synonym [SI-1]?
 81 T What/'s one word that would be like incredible [SI-2]?
 82 T Cool or [SI-X]~
 83 T Amazing [SI-X].
 84 T That/'s a good one [SI-1].
 85 ; :02
 86 T Good [SI-X].

87 T Great and great [SI-X].
 88 T Hey, looky there [SI-1].
 89 T Alrighly [SI-X].
 90 = [9]
 91 T What can we tell she like/3s to do [SI-2]?
 92 T A_name [SI-X].
 93 T Read [SI-X].
 94 T Let/'us give me a thumb/s up if you/'ve made a connection [SI-2].
 95 T Oh Miss_G_name love/3s to read [SI-1].
 96 T My thumb is up [SI-1].
 97 = [12]
 98 T So who could tell me what a steamer trunk is [SI-2]?
 99 T What is that like [SI-1]?
 100 = [2]
 101 T It/'s a big old box [SI-1].
 102 T And (what) what do (you) you think she/'s use/ing it for [SI-2]?
 103 = [2]
 104 T All of her book/s [SI-X].
 105 T Yes [SI-X].
 106 T So it/'s a trunk [SI-1].
 107 T It/'s a huge box usually with a little rock on it [SI-1].
 108 T It/'s kind of like a suitcase or luggage [SI-1].
 109 T But (um) this is really big to carry book/s *in [SI-1].
 110 T You/'re right [SI-1].
 111 T It/'s a little bit stronger [SI-1].
 112 = [4]
 113 T How about a thumb/s up if any of you/'ve had bunk bed/s [SI-2].
 114 T Bunk/s or bunk bed/s, where there/'s two on top of each other [SI-1].
 115 T Good job [SI-X].
 116 T I like to see all those thumb/s up [SI-1].
 117 = [9]
 118 T What would olympiad mean [SI-1]?
 119 T What does it sound like [SI-1]?
 120 T What/'s the word you know that start/3s like that [SI-2]?
 121 T Olympiad [SI-X].
 122 T Olympics [SI-X].
 123 T Good job [SI-X].
 124 T So they might be having a reader/s olympics [SI-1].
 125 T And she would like to be a participant [SI-1].
 126 = [11]
 127 T So who [SI-X]>
 128 T There was a word in there [SI-1].
 129 T Manufactured [SI-X].
 130 T Who can tell me what that mean/3s [SI-2]?

131 T She manufacture/ed library card/s [SI-1].

132 T So she blank library card/s [SI-1].

133 T What would make sense [SI-1]?

134 T She did/n't buy them [SI-1].

135 T She [SI-X]~

136 = 5:34

137 - 3:43

fb_6082.slt

1 \$ Teacher
2 + ParticipantId: FB_6082
3 + Context: Classroom Instruction
4 + Story: Emma's Rug
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:20
11 T And in this story it talk/3s about a little girl/z favorite thing [SI-1].
12 T And we/'re gonna be seeing what she does with it [SI-2].
13 T (As you look at the cover) what do you think the story is gonna be about just by looking at the picture on the cover [SI-2]?
14 T E_name [SI-X].
15 = [6]
16 T Oh wow [SI-X].
17 T A first [SI-X]^
18 T OK [SI-X].
19 T Something that she win/3s a (first prize) first place prize award for [SI-1].
20 T And it look/3s like that picture, does/n't it [SI-2]?
21 T Yes [SI-X].
22 T A_name [SI-X].
23 = [4]
24 T That/'s OK [SI-1].
25 T Alright, let me read it [SI-1].
26 T And we/'ll get going with it [SI-1].
27 T And this is the title page [SI-1].
28 ; :02
29 T You might wanna look at that [SI-1].
30 T It might give you more clue/s as to what/'s gonna go on in the story [SI-2].
31 ; :05
32 T The dedication is to Francis and Leo [SI-1].
33 T So maybe they were good friend/s or something [SI-1].
34 T I don't know [SI-1].
35 = [34]
36 T OK.
37 T (You can) can you see the little rug down there [SI-1]?
38 T Good [SI-X].
39 = [34]
40 T So did she use it like a rug [SI-1]?
41 = [2]

42 T (Did) she use/ed it like a television [SI-1].
 43 T Well, I wonder what she was see/ing in it [SI-2].
 44 = [5]
 45 T Could be [SI-0].
 46 T We/'ll find out [SI-1].
 47 T I hope [SI-1].
 48 = [31]
 49 T Do you have a favorite place in your house [SI-1]?
 50 = [2]
 51 T J_name, what/'s your favorite place [SI-1]?
 52 T Oh [SI-X].
 53 = [2]
 54 T Oh [SI-X].
 55 = [3]
 56 T Wow [SI-X].
 57 T You know, I can listen to you one [SI-X]^
 58 = [2]
 59 T Wow [SI-X].
 60 = [5]
 61 T My goodness [SI-X].
 62 T I/'m gonna call on one other [SI-1].
 63 T R_name, because she sat so quietly [SI-1].
 64 = [10]
 65 T Oh [SI-X].
 66 = [8]
 67 T OK [SI-X].
 68 T So (you have) your favorite place is the kitchen too [SI-1].
 69 T You found a little connection there [SI-1].
 70 = [31]
 71 T (!*) that was on the cover [SI-1].
 72 = [16]
 73 T So she said she/'s[EW:she_was] just copy/ing it from something [SI-2].
 74 T Hmm [SI-X].
 75 T That is a mystery, huh [SI-1]?
 76 = [2]
 77 T It/'s from the rug [SI-1]?
 78 T You think so [SI-1]?
 79 = [3]
 80 T Oh, (sh*) because she look/3s at XX [SI-X].
 81 T Was that the clue that the author was try/ing to give you [SI-2]?
 82 = [6]
 83 T Alright [SI-X].
 84 T I/'m gonna go back to the title page because J_name saw something [SI-2].
 85 T And there/'s something on that rug, is/n't there [SI-2]?

86 = [2]
 87 T Hmm [SI-X].
 88 T So XX picture is what/'s on the easel [SI-X].
 89 = [6]
 90 T Uhhuh [SI-X].
 91 = [3]
 92 T Oh, I see [SI-1].
 93 T I see [SI-1].
 94 T In the bedroom she [SI-X]>
 95 T We have to look at the picture/s here [SI-1].
 96 T And there are one, two, three blue ribbon/s there [SI-1].
 97 = [2]
 98 T OK [SI-X].
 99 = [32]
 100 T So here it look/3s like she/'s look/ing at that rug, does/n't it [SI-3].
 101 ; :02
 102 T (She) do you think she/'s think/ing about stuff [SI-2]?
 103 T Good [SI-X].
 104 T Well, here/'s what happen/3s next [SI-2].
 105 = [36]
 106 T Oh my goodness gracious [SI-X].
 107 = [2]
 108 T She what [SI-X]?
 109 = [6]
 110 T She/'s gonna be famous [SI-1].
 111 ; :02
 112 T Alright [SI-X].
 113 T Here we go [SI-1].
 114 T Well, here/'s what happen/3s [SI-2].
 115 = [34]
 116 T Now raise your hand if you think you might know what Emma/'s think/ing [SI-4].
 117 ; :02
 118 T Raise your hand [SI-1].
 119 T J_name, what do you think she/'s think/ing [SI-2]?
 120 T What she should paint next [SI-1]?
 121 T Alright [SI-X].
 122 T That could be [SI-1].
 123 T M_name [SI-X].
 124 = [3]
 125 T Yeah [SI-X].
 126 T (You/'re) you/'re question/ing why is/n't she say/ing something [SI-2].
 127 T R_name [SI-X].
 128 = [5]
 129 T Alright [SI-X].

130 T She/'s try/ing to think of another picture [SI-1].
 131 T To draw on her rug [SI-X]?
 132 = [7]
 133 T Oh, OK [SI-X].
 134 T Well, (we have a difference) we have a difference of opinion here [SI-1].
 135 T I see [SI-1].
 136 T R_name is think/ing that she/'s gonna paint on the rug [SI-2].
 137 T A_name is think/ing not on the rug [SI-1].
 138 T (What) what do you think [SI-1]?
 139 T On a piece of paper [SI-X].
 140 T But what does she see on the rug [SI-1]?
 141 T Does she see something on the rug [SI-1]?
 142 T Her face [SI-X].
 143 T Oh, OK [SI-X].
 144 T K_name [SI-X].
 145 = [3]
 146 T You think she/'s think/ing about her rug [SI-2].
 147 T Well, we/'re gonna find out [SI-1].
 148 T I think [SI-1].
 149 T Ah, now this is an interesting happening [SI-1].
 150 = [21]
 151 T You need to sit down [SI-1].
 152 = [4]
 153 T Why was she wiggle/ing her nose [SI-1]?
 154 T To smell the rug [SI-X].
 155 = [8]
 156 T Uhoh [SI-X].
 157 T Why are you say/ing, "uhoh" [SI-1]?
 158 = [2]
 159 T If you raise your hand [SI-X]^
 160 = 10:28

 161 - 4:06

fb_6162.slt

1 \$ Teacher
2 + ParticipantId: FB_6162
3 + Context: Classroom Instruction
4 + Story: Shoes for Grandpa
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:32
11 T And we/'re gonna get some connection/s done today [SI-1].
12 T Are you ready to make your connection/s [SI-1]?
13 T Alright [SI-X].
14 T We/'re gonna make connection/s with the story [SI-1].
15 T What can you tell just by looking at this picture [SI-1]?
16 T Who/'s in this story [SI-1]?
17 T M_name [SI-X].
18 T A grandpa and somebody [SI-X]>
19 T See somebody else [SI-0]?
20 T N_name [SI-X].
21 = [2]
22 T It look/3s like a boy [SI-1].
23 T Or maybe L_name [SI-X]?
24 T A girl [SI-X].
25 T (We) is it hard to tell with her short hair if she/'s a girl or a boy [SI-2]?
26 T H_name [SI-X].
27 T What do you know T_name [SI-1]?
28 T You see the dog [SI-1].
29 T And Y_name saw the dog too [SI-1].
30 T (Um) can anybody see what she/'s wear/ing right about there [SI-2]?
31 T A dress [SI-X].
32 T So (do we think maybe) can we infer maybe it/'s a girl [SI-2]?
33 T Because I/'ve never seen a bow like that on a boy [SI-1].
34 T Have you [SI-1]?
35 T No [SI-X].
36 T There/'s [SI-X]^
37 = [2]
38 T So she/'s with her grandpa [SI-1].
39 T And the name of the story is Shoe/s From Grandpa [SI-1].
40 T Shoe/s From Grandpa [SI-X].
41 T Do you see those beautiful red [SI-X]>
42 T They look more like boot/s don't they [SI-2]?

43 T Red boot/s [SI-X].
 44 T OK [SI-X].
 45 T Did anybody ever get you some new shoe/s or some new boot/s [SI-1]?
 46 T Oh my gosh, give me the connection [SI-1].
 47 T Give me the connection [SI-1].
 48 T F_name [SI-X].
 49 = [2]
 50 T New boot/s [SI-X]?
 51 T Who got you new boot/s [SI-1]?
 52 = [5]
 53 T You forget[EW:forgot] [SI-1]?
 54 ; :03
 55 T F_name [SI-X].
 56 = [4]
 57 T Your sister got you some new sandal/s [SI-1].
 58 T Y_name [SI-X].
 59 = [6]
 60 T You know what Y_name [SI-1]?
 61 T When you said with the blue and white stripe/s, close your eye/s guy/s, I can see them [SI-3].
 62 T Can you see shoe/s with blue and white stripe/s [SI-1]?
 63 T Thank you Y_name [SI-X].
 64 T I can see those shoe/s [SI-1].
 65 T F_name, what color were your sandal/s, :02 your new one/s [SI-1]?
 66 T Tan [SI-X].
 67 T I know tan [SI-1].
 68 T I can see tan sandal/s [SI-1].
 69 ; :03
 70 T XXX [SI-X].
 71 = [9]
 72 T They come way up high [SI-1]?
 73 = [6]
 74 T They come all the way up like that [SI-1]?
 75 T And they/'re red [SI-X].
 76 T (I can) can you see her red shoe/s [SI-1]?
 77 T Can you see them [SI-1]?
 78 T M_name [SI-X].
 79 = [8]
 80 T Yes, they do [SI-1].
 81 T Yes, they do [SI-1].
 82 T Does everybody have some shoe/s that they really like [SI-2]?
 83 = [2]
 84 T You do [SI-1]?
 85 T Do you have some shoe/s that you don't like so much [SI-2]?
 86 T No [SI-X]?

87 T XX you have your favorite shoe/s [SI-X]?
 88 = [2]
 89 T OK, (let/'us) let/'us find out (what/'s gonna happen) what/'s gonna happen to this little girl with her
 grandpa [SI-2]?
 90 = [12]
 91 T Remember, she/'s the one that wrote Patty and the Fox [SI-2].
 92 T Remember that story [SI-0]?
 93 T (The) The Hatty Story [SI-X].
 94 T Do you remember that [SI-1]?
 95 T It was a long time ago [SI-1].
 96 T When (the he*) the fox is chase/ing the hen [SI-1].
 97 T The hen/'s go/ing XX [SI-X].
 98 T Yep [SI-X].
 99 T Remember that one [SI-X]?
 100 = [5]
 101 T She made these wonderful picture/s like you guy/s made when you read your story/s [SI-3].
 102 T {Gasp} Shoes From Grandpa [SI-X].
 103 T Oh, what do you see [SI-1]?
 104 = [2]
 105 T A present [SI-X].
 106 T (And) and it say/3s, "from Grandpa" [SI-1].
 107 T So what do you think/'s inside [SI-2]?
 108 = [2]
 109 T You don't think there/'s a crocodile in there [SI-2]?
 110 = [2]
 111 T Let/'us turn the page [SI-1].
 112 T Ooh [SI-X].
 113 T Hey, what do you see here [SI-1]?
 114 = [2]
 115 T Is it just Grandpa now [SI-1]?
 116 T Who/'s here [SI-1]?
 117 T A whole family [SI-X].
 118 T The whole family/'s together [SI-1].
 119 T What season do you think it is [SI-2]?
 120 = [2]
 121 T Looks like summer because they have been where [SI-1]?
 122 = [3]
 123 T You may sit right there C_name because it/'s not time to talk to friend/s right now [SI-2].
 124 T It/'s time to look up here and talk with us all together [SI-1].
 125 T Thank you [SI-X].
 126 T Alright [SI-X].
 127 T They have been at the beach [SI-1].
 128 T They/'re[EW:they_were] at the beach when Grandpa saw Jessie [SI-2].
 129 T That/'s her name [SI-1].

130 T Jessie is her name [SI-1].
131 T Were you wonder/ing what her name was [SI-2]?
132 T There/'s Grandpa [SI-1].
133 T Grandpa was look/ing at Jessie [SI-1].
134 = [16]
135 T Did anybody ever look at you from your family and see you and say, "(my) oh you/'re grow/ing up so
big" [SI-2]?
136 T Did XX [SI-X]?
137 T Yeah [SI-X]?
138 T Nobody ever told you you were get/ing bigger [SI-2]?
139 = [3]
140 T OK [SI-X].
141 = 5:59
142 - 4:22

fb_6179.slt

1 \$ Teacher
2 + ParticipantId: FB_6179
3 + Context: Classroom Instruction
4 + Story: Butterfly Boy
5 + Transcriber:
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause
10 + [EO]: error overgeneralization
11 + [EW]: error word

12 - 1:10
13 T So before we read we always decide, "is it a story book or is it an information book" [SI-4]?
14 T And I want you to look at this book and tell me what kind of book you think it is [SI-2].
15 T Tell me [SI-1].
16 = [3]
17 T You raise/ed your hand [SI-1].
18 T Story or information [SI-0]?
19 T Story [SI-X].
20 T Now what would be your clue, what would make you think, this is a story book [SI-4]?
21 = [11]
22 T OK [SI-X].
23 T What do you think [SI-1]?
24 = [6]
25 T Butterfly/s on them [SI-X].
26 = [10]
27 T Well, a monarch butterfly does/n't [SI-1].
28 T But remember, there/s lot/s of species of butterfly/s [SI-2].
29 T So (ma*) one might look like this [SI-1].
30 T Mhm [SI-X].
31 = [3]
32 T The illustration/s don't look [SI-X]>
33 = [5]
34 T (They) alot of time/s they have what [SI-1]?
35 T Photo [SI-X]~
36 T Photograph/s [SI-X].
37 T OK [SI-X].
38 T (So) and let/'us look at the inside [SI-1].
39 ; :02
40 T Do you see a table of content/s [SI-1]?
41 T No [SI-X].
42 T Or a glossary [SI-X]?

43 T No.
 44 T So, I think you're right [SI-2].
 45 T Now, why do we wanna know that it's a story instead of an information book [SI-3]?
 46 T (Why) why is that important [SI-1]?
 47 = [8]
 48 T Do we read an information book differently than we do the story book [SI-2]?
 49 T OK [SI-X].
 50 T And do we tell them differently [SI-1]?
 51 T OK [SI-X].
 52 T So those are reason/s why [SI-1].
 53 T So in a story book, (what) what are the part/s of the story we tell [SI-2]?
 54 = [5]
 55 T So we are say/ing it's a story [SI-2].
 56 T We would say (the the) the [SI-X]>
 57 T Yeah [SI-X].
 58 T But what do we say first [SI-1]?
 59 T The ti* [SI-X]~
 60 T Title, main character [SI-X].
 61 = [4]
 62 T OK, and then [SI-X]?
 63 T If you like it or not [SI-1].
 64 T And [SI-X]~
 65 T Why [SI-X].
 66 T Very good job [SI-X].
 67 T Alright [SI-X].
 68 T So, we're go/ing to (um) take a look at this now [SI-1].
 69 T That was a great job [SI-1].
 70 T So be thinking about that before we read it [SI-2].
 71 T So you're gonna be ready to do a retell or more at the end [SI-1].
 72 T (Um) I need eye/s on me [SI-1].
 73 T I wanna (say a word or) talk about a word that's in this story [SI-2].
 74 T Who do you think the main character would be, by the way [SI-2]?
 75 = [2]
 76 T The boy [SI-X].
 77 T Because Butterfly Boy/s the title [SI-1]?
 78 T Do you think Butterfly Boy/s his real name [SI-2]?
 79 = [2]
 80 T Do you think that's a nickname :02 or not a real name [SI-2]?
 81 T Or they're just talk/ing about him [SI-1]?
 82 T Or does he turn into a butterfly [SI-1]?
 83 T I wonder what that mean/3s [SI-2].
 84 T OK [SI-X].
 85 T That would be definitely a story thing [SI-1].
 86 = [2]

87 T OK, so three, two, on [SI-X].
 88 T I wanna teach you a word that, actually, some of you are gonna tell me what it mean/3s [SI-3].
 89 T What/'s an abuelo [SI-1]?
 90 = [2]
 91 T Ahha [SI-X].
 92 T I knew the [SI-X]>
 93 T OK [SI-X].
 94 T R_name, what would we call that in English [SI-1]?
 95 T What is that [SI-1]?
 96 = [2]
 97 T Grandpa or grandfather [SI-X].
 98 T Grandfather, grandpa [SI-X].
 99 T (Abue*) and so abuela would be [SI-1]~
 100 = [2]
 101 T Grandma, grandmother, right [SI-X].
 102 T So very good [SI-X].
 103 T So please remember (a an) an abuelo is a grandfather *or is a grandpa [SI-2].
 104 T So, can we say that word [SI-1]?
 105 = [2]
 106 T Excellent [SI-X].
 107 T Alright [SI-X].
 108 T Remember that as you read the story [SI-2].
 109 T Hand/s up, hand/s down, roll around [SI-0].
 110 = [4]
 111 T (Ha*) land the butterfly on your shoulder/s, now in your lap/s [SI-1].
 112 T Very nice [SI-X].
 113 T (Say) please be good listener/s [SI-1].
 114 T How do good listener/s look [SI-1]?
 115 T How do good listener/s sound [SI-1]?
 116 T Where are their eye/s [SI-1]?
 117 T You know what [SI-1]?
 118 T I/'d like you to move this way just so you can see me better [SI-2].
 119 T And then you can move to him when we do the retell [SI-2].
 120 T OK, Butterfly Boy [SI-X].
 121 T And then we see this inside XX page with some butterfly/s [SI-X].
 122 ; :06
 123 T And look at these interesting picture/s [SI-1].
 124 T Wow [SI-X].
 125 ; :02
 126 T Well, I/'m already wonder/ing what/'s happen/ing here [SI-2].
 127 = [3]
 128 T Please don't repeat it after me [SI-1].
 129 = [46]
 130 T He/'s try/ing to think [SI-1].

131 T (You know[FP]) *he/'s try/ing to understand [SI-0].
 132 T What is he look/ing at [SI-1]?
 133 T (That) since he can/'t talk he has to figure it out [SI-2].
 134 = [5]
 135 T Crimson mean/3s a deep red [SI-1].
 136 = [13]
 137 T So this is what those butterfly/s actually look/ed like [SI-2].
 138 T But are these monarch butterfly/s [SI-1]?
 139 T No [SI-X].
 140 T They/'re just another kind of butterfly [SI-1].
 141 = [24]
 142 T Does anyone know what happen/ed to Abuelo [SI-2]?
 143 T What [SI-X]?
 144 = [2]
 145 T Deaf [SI-X]?
 146 T Maybe [SI-X].
 147 T But it said he use/ed to be able to [SI-2].
 148 = [3]
 149 T No [SI-X].
 150 = [2]
 151 T He/'s think/ing about it [SI-1].
 152 T And this is show/ing, kind of, his thought/s [SI-1].
 153 = [4]
 154 T If he could fly [SI-1].
 155 T Well OK [SI-X].
 156 T Let's think about [SI-X]>
 157 T I wanna us to think about XX [SI-X].
 158 T Abuelo, he has to go down a ramp [SI-1].
 159 T He has to push him on wheel/s [SI-1].
 160 T He can/'t talk anymore [SI-1].
 161 T They/'re not sure he understand/3s word/s [SI-2].
 162 T And they said he point/ed with his good hand [SI-2].
 163 T Did something happen to Abuelo [SI-1]?
 164 T Yes [SI-X].
 165 T Yes [SI-X].
 166 T He probably had something called a stroke where something happen/ed to his brain [SI-1].
 167 T And he was very (g*) [SI-X]>
 168 T Sometime/s when people get old, they get sick in different way/s [SI-2].
 169 T So he has changed from the man he was [SI-2].
 170 T He/'s gotten to be old [SI-1].
 171 T But Emelio is still help/ing him [SI-1].
 172 T He/'s his grandson [SI-1].
 173 T And he/'s push/ing him in his wheelchair [SI-1].
 174 T He/'s take/ing outside to look at thing/s [SI-1].

175 T There/s thing/s *and butterfly/s [SI-1].
176 T They/re look/ing at thing/s [SI-1].
177 T And he/s try/ing to communicate with him even though his grandfather struggle/3s to speak [SI-2].
178 T He can/'t use word/s anymore [SI-1].
179 T The part of the brain that did that has been hurt, has been damaged [SI-1].
180 = [20]
181 T Probably in the [SI-X]~
182 T Wheelchair, right [SI-X].
183 = [19]
184 = 10:00
185 - 6:26

fb_6179.slt

1 \$ Teacher
2 + ParticipantId: FB_6179
3 + Context: Classroom Instruction
4 + Story: Butterfly Boy
5 + Transcriber:
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause
10 + [EO]: error overgeneralization
11 + [EW]: error word

12 - 1:10
13 T So before we read we always decide, "is it a story book or is it an information book" [SI-4]?
14 T And I want you to look at this book and tell me what kind of book you think it is [SI-2].
15 T Tell me [SI-1].
16 = [3]
17 T You raise/ed your hand [SI-1].
18 T Story or information [SI-0]?
19 T Story [SI-X].
20 T Now what would be your clue, what would make you think, this is a story book [SI-4]?
21 = [11]
22 T OK [SI-X].
23 T What do you think [SI-1]?
24 = [6]
25 T Butterfly/s on them [SI-X].
26 = [10]
27 T Well, a monarch butterfly does/n't [SI-1].
28 T But remember, there/s lot/s of species of butterfly/s [SI-2].
29 T So (ma*) one might look like this [SI-1].
30 T Mhm [SI-X].
31 = [3]
32 T The illustration/s don't look [SI-X]>
33 = [5]
34 T (They) alot of time/s they have what [SI-1]?
35 T Photo [SI-X]~
36 T Photograph/s [SI-X].
37 T OK [SI-X].
38 T (So) and let/'us look at the inside [SI-1].
39 ; :02
40 T Do you see a table of content/s [SI-1]?
41 T No [SI-X].
42 T Or a glossary [SI-X]?

43 T No.
 44 T So, I think you're right [SI-2].
 45 T Now, why do we wanna know that it's a story instead of an information book [SI-3]?
 46 T (Why) why is that important [SI-1]?
 47 = [8]
 48 T Do we read an information book differently than we do the story book [SI-2]?
 49 T OK [SI-X].
 50 T And do we tell them differently [SI-1]?
 51 T OK [SI-X].
 52 T So those are reason/s why [SI-1].
 53 T So in a story book, (what) what are the part/s of the story we tell [SI-2]?
 54 = [5]
 55 T So we are say/ing it's a story [SI-2].
 56 T We would say (the the) the [SI-X]>
 57 T Yeah [SI-X].
 58 T But what do we say first [SI-1]?
 59 T The ti* [SI-X]~
 60 T Title, main character [SI-X].
 61 = [4]
 62 T OK, and then [SI-X]?
 63 T If you like it or not [SI-1].
 64 T And [SI-X]~
 65 T Why [SI-X].
 66 T Very good job [SI-X].
 67 T Alright [SI-X].
 68 T So, we're go/ing to (um) take a look at this now [SI-1].
 69 T That was a great job [SI-1].
 70 T So be thinking about that before we read it [SI-2].
 71 T So you're gonna be ready to do a retell or more at the end [SI-1].
 72 T (Um) I need eye/s on me [SI-1].
 73 T I wanna (say a word or) talk about a word that's in this story [SI-2].
 74 T Who do you think the main character would be, by the way [SI-2]?
 75 = [2]
 76 T The boy [SI-X].
 77 T Because Butterfly Boy/s the title [SI-1]?
 78 T Do you think Butterfly Boy/s his real name [SI-2]?
 79 = [2]
 80 T Do you think that's a nickname :02 or not a real name [SI-2]?
 81 T Or they're just talk/ing about him [SI-1]?
 82 T Or does he turn into a butterfly [SI-1]?
 83 T I wonder what that mean/3s [SI-2].
 84 T OK [SI-X].
 85 T That would be definitely a story thing [SI-1].
 86 = [2]

87 T OK, so three, two, on [SI-X].
 88 T I wanna teach you a word that, actually, some of you are gonna tell me what it mean/3s [SI-3].
 89 T What/'s an abuelo [SI-1]?
 90 = [2]
 91 T Ahha [SI-X].
 92 T I knew the [SI-X]>
 93 T OK [SI-X].
 94 T R_name, what would we call that in English [SI-1]?
 95 T What is that [SI-1]?
 96 = [2]
 97 T Grandpa or grandfather [SI-X].
 98 T Grandfather, grandpa [SI-X].
 99 T (Abue*) and so abuela would be [SI-1]~
 100 = [2]
 101 T Grandma, grandmother, right [SI-X].
 102 T So very good [SI-X].
 103 T So please remember (a an) an abuelo is a grandfather *or is a grandpa [SI-2].
 104 T So, can we say that word [SI-1]?
 105 = [2]
 106 T Excellent [SI-X].
 107 T Alright [SI-X].
 108 T Remember that as you read the story [SI-2].
 109 T Hand/s up, hand/s down, roll around [SI-0].
 110 = [4]
 111 T (Ha*) land the butterfly on your shoulder/s, now in your lap/s [SI-1].
 112 T Very nice [SI-X].
 113 T (Say) please be good listener/s [SI-1].
 114 T How do good listener/s look [SI-1]?
 115 T How do good listener/s sound [SI-1]?
 116 T Where are their eye/s [SI-1]?
 117 T You know what [SI-1]?
 118 T I/'d like you to move this way just so you can see me better [SI-2].
 119 T And then you can move to him when we do the retell [SI-2].
 120 T OK, Butterfly Boy [SI-X].
 121 T And then we see this inside XX page with some butterfly/s [SI-X].
 122 ; :06
 123 T And look at these interesting picture/s [SI-1].
 124 T Wow [SI-X].
 125 ; :02
 126 T Well, I/'m already wonder/ing what/'s happen/ing here [SI-2].
 127 = [3]
 128 T Please don't repeat it after me [SI-1].
 129 = [46]
 130 T He/'s try/ing to think [SI-1].

131 T (You know[FP]) *he/'s try/ing to understand [SI-0].
 132 T What is he look/ing at [SI-1]?
 133 T (That) since he can/'t talk he has to figure it out [SI-2].
 134 = [5]
 135 T Crimson mean/3s a deep red [SI-1].
 136 = [13]
 137 T So this is what those butterfly/s actually look/ed like [SI-2].
 138 T But are these monarch butterfly/s [SI-1]?
 139 T No [SI-X].
 140 T They/'re just another kind of butterfly [SI-1].
 141 = [24]
 142 T Does anyone know what happen/ed to Abuelo [SI-2]?
 143 T What [SI-X]?
 144 = [2]
 145 T Deaf [SI-X]?
 146 T Maybe [SI-X].
 147 T But it said he use/ed to be able to [SI-2].
 148 = [3]
 149 T No [SI-X].
 150 = [2]
 151 T He/'s think/ing about it [SI-1].
 152 T And this is show/ing, kind of, his thought/s [SI-1].
 153 = [4]
 154 T If he could fly [SI-1].
 155 T Well OK [SI-X].
 156 T Let's think about [SI-X]>
 157 T I wanna us to think about XX [SI-X].
 158 T Abuelo, he has to go down a ramp [SI-1].
 159 T He has to push him on wheel/s [SI-1].
 160 T He can/'t talk anymore [SI-1].
 161 T They/'re not sure he understand/3s word/s [SI-2].
 162 T And they said he point/ed with his good hand [SI-2].
 163 T Did something happen to Abuelo [SI-1]?
 164 T Yes [SI-X].
 165 T Yes [SI-X].
 166 T He probably had something called a stroke where something happen/ed to his brain [SI-1].
 167 T And he was very (g*) [SI-X]>
 168 T Sometime/s when people get old, they get sick in different way/s [SI-2].
 169 T So he has changed from the man he was [SI-2].
 170 T He/'s gotten to be old [SI-1].
 171 T But Emelio is still help/ing him [SI-1].
 172 T He/'s his grandson [SI-1].
 173 T And he/'s push/ing him in his wheelchair [SI-1].
 174 T He/'s take/ing outside to look at thing/s [SI-1].

fb_6180.slt

1 \$ Teacher
2 + ParticipantId: FB_6180
3 + Context: Classroom Instruction
4 + Story: Milo and the Magical Stones
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:11
11 T Take a look at the cover of this story [SI-1].
12 T See if you can predict for me, raise your hand if you have an idea, what you think this story is go/ing to
be about [SI-5].
13 T M_name [SI-X].
14 = [14]
15 T OK [SI-X].
16 T So Milo has magical stone/s [SI-1].
17 T And he want/3s to keep them forever [SI-1].
18 T OK [SI-X].
19 = [5]
20 T OK [SI-X].
21 T He find/3s a stone [SI-1].
22 T And he does/n't know where it came from [SI-2].
23 T But maybe it/'s special [SI-1].
24 T Do you remember a word that we talk/ed about before that mean/3s something very special [SI-3]?
25 T Extraordinary [SI-X].
26 T Very good K_name [SI-X].
27 T That/'s right [SI-1].
28 T OK [SI-X].
29 T *Does Anybody else got[EW:have] an idea about what this story might be about [SI-2]?
30 T A_name [SI-X].
31 = [10]
32 T He saw a golden stone [SI-1]?
33 T What [SI-X]^
34 = [2]
35 T And he want/3s to keep it forever [SI-1].
36 T OK [SI-X].
37 = [2]
38 T But it belong/ed to someone else [SI-1]?
39 ; :02
40 T OK [SI-X].
41 T Alright [SI-X].

42 T Well, we/'re gonna start reading the story and see if we/'re right [SI-2].
 43 T You know what stone/s are [SI-2]?
 44 T Here are some stone/s I brought in for you to see [SI-2].
 45 T OK [SI-X].
 46 T Do you think these stone/s are magical [SI-2]?
 47 T Why [SI-X]?
 48 T Sh_name [SI-X].
 49 = [3]
 50 T OK [SI-X].
 51 T They/'re not sparkly [SI-1].
 52 T Alright [SI-X].
 53 = [2]
 54 T Right [SI-X].
 55 T What/'s the word we talk/ed about that mean/3s (like[FP]) regular [SI-3]?
 56 T Ordinary [SI-X].
 57 T Very good [SI-1].
 58 T These are just ordinary stone/s [SI-1].
 59 T They don't look magical to me either [SI-1].
 60 T Milo/z stone on the cover, that look/3s pretty magical, does/n't it [SI-2]?
 61 T (It look/3s it) it look/3s extraordinary [SI-1].
 62 T OK [SI-X].
 63 T So let/'us read Milo and the Magical Stones and (see if we were right) see if our prediction/s were right [SI-3].
 64 T Does Milo find a stone [SI-1]?
 65 T And (um) does he wanna keep it forever [SI-1]?
 66 T (A* or) and maybe we/'ll see [SI-1].
 67 T Alright [SI-X].
 68 = [4]
 69 T Marcus Pfister is the same author that wrote (um the no the) The Rainbow Fish that we read [SI-3].
 70 = [30]
 71 T Remember we talk/ed in social studies about the island [SI-2]?
 72 T See the island surrounded by water [SI-0]?
 73 T So (the mice) these are the cliff mice [SI-1].
 74 T And they love their island [SI-1].
 75 = [14]
 76 T They/'re (like[FP] like[FP]) throw/ing them over, seeing how far they can get them [SI-2].
 77 T That/'s skip/ing stone/s [SI-1].
 78 = [21]
 79 T There they are [SI-1].
 80 T See them laying on their back/s [SI-0]?
 81 T They/'re just enjoy/ing that summer night [SI-1].
 82 T I bet they/'re tell/ing story/s [SI-2].
 83 T And the other mice are listen/ing [SI-1].
 84 = [15]

85 T Do you know what it mean/3s when we say, "huddled" [SI-3]?
 86 T Can you say that word [SI-1]?
 87 T Huddled [SI-X].
 88 T Listen to this sentence again [SI-1].
 89 = [18]
 90 T Yeah [SI-X].
 91 T Remember when we [SI-X]>
 92 T That/'s good M_name [SI-1].
 93 T That/'s right [SI-1].
 94 T Huddled mean/3s they all kind of get together to stay warm [SI-2].
 95 T Remember when we read the story about the penguin/s [SI-1]?
 96 T (And the baby penguin/s would huddle together) and the penguin/s would huddle together to stay warm [SI-1].
 97 T That/'s right [SI-1].
 98 T There you can see them [SI-1].
 99 T See, there/'s mice huddle/ing together [SI-2]?
 100 T They/'re try/ing to stay warm [SI-1].
 101 T M_name [SI-X].
 102 = [12]
 103 T Do you know what a crevice is [SI-2]?
 104 T You say that word [SI-1].
 105 T Crevice [SI-X].
 106 T OK [SI-X].
 107 T Yes [SI-X].
 108 T A crevice is like a crack [SI-1].
 109 T A crevice is a [SI-X]>
 110 T Who said that [SI-1]?
 111 T Good Z_name [SI-X].
 112 T A crevice is like a deep crack [SI-1].
 113 T So let/'us put up those two word/s that we/'ve talked about so far [SI-2].
 114 T Huddled [SI-X].
 115 ; :02
 116 T Crevice [SI-X].
 117 T A crevice is a deep crack [SI-1].
 118 = [13]
 119 T Nope [SI-X].
 120 = [10]
 121 T What do you think that mean/3s [SI-2]?
 122 T He pry/ed it out [SI-1].
 123 = [2]
 124 T He took it out [SI-1].
 125 T (He use/ed the s*) he use/ed the stick [SI-1].
 126 T And he pry/ed it out of the rock [SI-1].
 127 T Can you put [SI-X]>

.....

128 T M_name, M_name [SI-X].
129 T (Can you take your) can you pretend you have a stick [SI-2]?
130 T Can you pry the stone out [SI-1]?
131 T Pry it out [SI-1].
132 T That/'s right [SI-1].
133 T Good job [SI-X].
134 = 6:19
135 - 3:22

fb_6181.slt

1 \$ Teacher
2 + ParticipantId: FB_6181
3 + Context: Classroom Instruction
4 + Story: Butterfly Boy
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:11
11 T Alright guy/s, right now [SI-X]>
12 T I know R_name [SI-1].
13 T You/'re not used to this [SI-1].
14 T (We) it/'s a new thing that we/'re do/ing (when) before you came back [SI-3].
15 T OK [SI-X].
16 T I/'m go/ing to read Butterfly Boy again today [SI-1].
17 T OK [SI-X]?
18 T So we can hear the story again to help us in our retell [SI-1].
19 T Virginia Kroll is the author [SI-1].
20 T And Gerard Suzan is the illustrator [SI-1].
21 T OK [SI-X]?
22 T Why do we read this book (more than) more than one time [SI-1]?
23 T I just want you to turn to (your book par*) your[EW:the] person next to you and tell them why we read story/s more than once [SI-2].
24 T Real quickly [SI-X].
25 T Go ahead [SI-1].
26 T Oh E_name and I_name can go together [SI-1].
27 T And then M_name, T_name.
28 T XX N_name.
29 T No, C_name, (go with) go with [SI-X]>
30 T No [SI-X].
31 T You go with Z_name, C_name [SI-1].
32 = [32]
33 T OK, turn back [SI-1].
34 T I heard some wonderful thinking [SI-1].
35 T I heard A_name said[EW:say], "we have to practice our retell" [SI-2].
36 T I heard M_name said[EW:say], "sometime/s we forget" [SI-2].
37 T And I heard I_name, (talking about how) he said, "it help/3s us (unders*)" [SI-X]>
38 T Did you say it help/3s us understand the book [SI-2]?
39 T Is that what you said [SI-2]?
40 T Good [SI-X].
41 T Those are all good idea/s [SI-1].

42 T M_name [SI-X].
 43 = [2]
 44 T D_name did/n't say anything [SI-1].
 45 T So (maybe) D_name, what do you think [SI-1]?
 46 T Why do you think we have to read the book again [SI-2]?
 47 = [5]
 48 T Shh [SI-X].
 49 = [3]
 50 T Why do you think it/'s important to read it [SI-2]?
 51 T I just talk/ed about it a little bit [SI-1].
 52 T Why do you think we read it more than once [SI-2]?
 53 T Boy/s, can you sit on your bottom/s, please [SI-1]?
 54 ; :03
 55 T A_name, do you wanna help her out [SI-1]?
 56 T Go ahead [SI-1].
 57 = [2]
 58 T To (learn) maybe learn more information or to help us understand it better, OK [SI-0]?
 59 T Alright, hand/s down [SI-0].
 60 T OK [SI-X].
 61 T We read a book again [SI-1].
 62 T We learn new thing/s [SI-1].
 63 T And it help/3s (us) us remember the book better, just like we said [SI-2].
 64 T OK, we already practice/ed doing a story retell as a class [SI-1].
 65 T I/'ll read today [SI-1].
 66 T I want you to really listen A_name [SI-1].
 67 T Put that away please [SI-1].
 68 T Put it away [SI-1].
 69 T No [SI-X].
 70 T Put it away [SI-1].
 71 T I want you to really listen about[EW:to] how the author tell/3s us about the main character and what happen/ed to the character [SI-3].
 72 T See if you notice anything different this time [SI-2].
 73 T For example, you might listen especially for the way the author show/3s us that Emilio care/3s for his abuelo [SI-3].
 74 T OK [SI-X]?
 75 T When I/'m done reading, everyone/'s gonna practice doing a complete retell today [SI-2].
 76 T OK, (let/'us) let/'us very quickly review vocabulary [SI-1].
 77 T They are abuelo, crimson, sweltering and startled [SI-1].
 78 T Raise your hand and tell me (what) what does[EW] abuelo mean/*3s [SI-2]?
 79 T Z_name [SI-X].
 80 T Grandfather [SI-X].
 81 T Can someone use it in a sentence [SI-1]?
 82 = [3]
 83 T M_name [SI-X].

84 = [3]
 85 T I know my abuelo love/3s me [SI-2].
 86 T Good [SI-X].
 87 T Alright [SI-X].
 88 T OK, how about the word startled [SI-1]?
 89 T What does startled mean [SI-1]?
 90 = [2]
 91 T (Uh) N_name [SI-X].
 92 T Yes [SI-X].
 93 T M_name said surprised too [SI-1].
 94 T Good [SI-X].
 95 T OK, everyone think of an ending to the sentence [SI-1].
 96 T (A*) A_name, put that down again [SI-1].
 97 T (I/'m a) if you touch one more thing I/'m gonna move your spot [SI-2].
 98 T OK, hold on [SI-1].
 99 T I was startled when I encounter/ed a [SI-2]~
 100 T A what [SI-X]?
 101 T A bat [SI-X].
 102 T You could/'ve been surprised when you encounter/ed a bat Z_name [SI-2].
 103 T Who else [SI-X]?
 104 T Who else [SI-X]?
 105 T I was (s*) startled C_name when I encounter/ed a [SI-2]~
 106 = [2]
 107 T (D*) XX be surprised when you saw a person [SI-X].
 108 = [2]
 109 T A what I_name [SI-X]?
 110 T A dinosaur [SI-X].
 111 T A_name [SI-X].
 112 = [5]
 113 T (Uh it/'s it/'s) it/'s A_name/z turn [SI-1].
 114 = [8]
 115 T A giant bunny [SI-X].
 116 T OK [SI-X].
 117 T Hand/s down [SI-0].
 118 T We/'re just gonna do a couple [SI-1].
 119 T OK [SI-X].
 120 T Now, turn to your neighbor [SI-1].
 121 T I want you to turn to your partner that you just had [SI-2].
 122 T A_name no, no [SI-X].
 123 T (Go) go sit down A_name [SI-1].
 124 T A_name sit down honey [SI-1].
 125 T A_name, sit down where you were [SI-2].
 126 T You can talk to me, OK [SI-1]?
 127 T Oh no, Miss_S_name [SI-X].

128 ; :02
 129 T OK [SI-X].
 130 T I want you to take turn/s saying a sentence with the word startled [SI-1].
 131 T Who can tell I_name what does[EW] startle mean/*3s again [SI-2]?
 132 T (Uh) A_name.
 133 T Surprise [SI-X].
 134 T No A_name, turn to your partner [SI-1].
 135 T OK, take turn/3s saying a sentence with startled [SI-1].
 136 T Go ahead [SI-1].
 137 = [4]
 138 T When you got a new car [SI-1]?
 139 T Oh, that/'s right [SI-1].
 140 T Dad got you a new car, right [SI-1]?
 141 T Do you remember the word sweltering, A_name [SI-1]?
 142 T Sweltering [SI-X]?
 143 T No [SI-X].
 144 T So we/'re gonna have to practice that one too [SI-1]?
 145 T In the book it talk/3s about how it/'s sweltering on a hot day [SI-2].
 146 = [3]
 147 T No, that/'s crimson [SI-1].
 148 T We/'ll talk about it [SI-1].
 149 T OK, freeze [SI-1].
 150 ; :02
 151 T I want [SI-X]>
 152 T Everyone, eye/s up here [SI-X].
 153 ; :02
 154 T (E*) everyone say the word sweltering [SI-1].
 155 = [2]
 156 T Is it more likely to be sweltering in the summertime or the wintertime C_name [SI-1]?
 157 = [2]
 158 T C_name [SI-X].
 159 = [3]
 160 T (Ho*) really hot [SI-X].
 161 T (But is it) so is it more likely to be sweltering in the summer or the winter [SI-1]?
 162 T Summer [SI-X].
 163 T So sweltering is when it/'s really, really hot [SI-1].
 164 T Let/'us pretend we/'re swelter/ing right now [SI-2].
 165 T Oh my goodness, I/'m so hot [SI-1].
 166 T OK [SI-X].
 167 T And the last word is crimson [SI-1].
 168 T I want you to turn to your partner and tell them what you think crimson mean/3s [SI-3].
 169 T Go ahead [SI-1].
 170 = [2]
 171 T Red [SI-X].

172 T So (what was in the) in the book, what was crimson [SI-1]?
 173 = [5]
 174 T (The) his shirt was red in the book [SI-1]?
 175 T What was red in the book [SI-1]?
 176 T Think of something [SI-1].
 177 = [4]
 178 T Oh, you were/n't here on the first day [SI-1].
 179 T OK [SI-X].
 180 = [2]
 181 T Yeah, the butterfly/s [SI-X].
 182 T Good [SI-X].
 183 T (Yo*) that/'s why it/'s important that you read this book again today, OK [SI-2]?
 184 T Alright, turn to me [SI-1].
 185 T What does crimson mean [SI-1]?
 186 T What/'s crimson [SI-1]?
 187 T Dark red [SI-X].
 188 T Good A_name [SI-X].
 189 T Alright [SI-X].
 190 T OK, are you guy/s ready [SI-1]?
 191 T I would like everyone to sit down in their position/s with their leg/s crossed [SI-1].
 192 T And I/'m gonna wait [SI-1].
 193 T I/'m gonna give you five second/s to see that you/'re ready to hear this book [SI-2].
 194 T Yes [SI-X].
 195 = [4]
 196 T Right [SI-X].
 197 T But (can) can an apple be crimson color [SI-1]?
 198 T Yep [SI-X].
 199 T She/'s exactly right [SI-1].
 200 T See, right there [S-1].
 201 = [3]
 202 T Z_name [SI-X].
 203 = [3]
 204 T Oh, I can/'t hear Z_name/z wonderful question and answer because people are talk/ing J_name [SI-2].
 205 T Yes [SI-X].
 206 = [6]
 207 T Oh yes, because sometime/s our clock/s have (ha*) red hand/s [SI-1].
 208 T Good [SI-X].
 209 T Our crimson hand/s [SI-X].
 210 T Alright, hand/s down [SI-0].
 211 = [3]
 212 T Guy/s [SI-X].
 213 T OK, I would like everyone to put their hand/s in their lap/s like this [SI-1].
 214 T Cross your leg/s [SI-1].
 215 T Z_name, A_name [SI-X].

216 T OK, listening ear/s on lightly [SI-X].
 217 T OK, hand/s back down [SI-0].
 218 T OK [SI-X].
 219 T I want you to listen (to) for your vocabulary word/s [SI-1].
 220 T If you hear one put your thumb/s up, OK [SI-2]?
 221 = [4]
 222 T What was one of our vocabulary word/s A_name [SI-1]?
 223 = [2]
 224 T What was one [SI-1]?
 225 T Startled is one [SI-1].
 226 T What/'s another one [SI-1]?
 227 T Crimson is one [SI-1].
 228 T Sweltering is one [SI-1].
 229 T Abuelo.
 230 T So if you hear one of those [SI-X]>
 231 T XXX {whispered} [SI-X].
 232 T Are you ready [SI-1]?
 233 T Here we go [SI-1].
 234 T I/'m wait/ing for [SI-X]>
 235 T Remember our goal for today, how to act when we/'re sit/ing on the carpet [SI-2].
 236 = [15]
 237 T An abuelo mean/3s [SI-1]~
 238 T What does it mean [SI-1]?
 239 T Grandfather [SI-X].
 240 T Good [SI-X].
 241 = [17]
 242 T Good [SI-X].
 243 T You don't have to make noise/s [SI-1].
 244 T Just put your thumb up [SI-1].
 245 T Guy/s [SI-X].
 246 = [15]
 247 T What is crimson [SI-1]?
 248 = [2]
 249 T Good [SI-X].
 250 T Five crimson [SI-X]>
 251 T Thumb/s down [SI-0].
 252 T Thumb/s down please [SI-0].
 253 = [3]
 254 T I/'ll show you [SI-1].
 255 T Sit on your bottom [SI-1].
 256 T And I/'ll show [SI-1].
 257 = [16]
 258 = 10:00
 259 - 6:51

fb_6287.slt

1 \$ Teacher
2 + ParticipantId: FB_6287
3 + Context: Classroom Instruction
4 + Story: Albert's Impossible Toothache
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:12
11 T Alright, boy/s and girl/s, yesterday we read the story Albert/z Impossible Toothache [SI-1].
12 T (We read a s*) we read about Albert who had a problem [SI-2].
13 T We/'re gonna talk a little bit about the story today [SI-1].
14 T Now yesterday we decide/ed that this was a story [SI-2].
15 T It was not *an information book [SI-1].
16 T And we/'re gonna work on deciding who the main character is and what happen/ed in the story [SI-3].
17 ; :02
18 T First, I wanna review some *of the vocabulary word/s that we talk/ed about yesterday [SI-2].
19 T And (a*) remember, Albert's Impossible Toothache was written by Barbara Williams and illustrated by Doug Cushman [SI-2].
20 T And some of the word/s we talk/ed about yesterday were :03 impossible, meaning it could never happen, to worry, to feel anxious or uneasy or not good about something and to announce like we did our morning announcement/s this morning, (to say loudly) to say loudly [SI-4].
21 T Each of you has a retell sheet in front of you, a retell sheet, that you *are gonna be using to help you decide who the character/s are and what happen/ed in the story [SI-5].
22 ; :02
23 T The first thing you/'re go/ing to be talking with your book partner about is what happen/ed (in the) and who the main character is [SI-4].
24 T The first thing you/'re gonna be talking with your book partner about is who the main character is and (something about that character), something about that main character, OK [SI-3]?
25 T So right now I want you to very quietly [SI-X]>
26 T And A_name, I want you to move over next to L_name [SI-1].
27 T (Move y*) move your chair over and work with her [SI-1].
28 T And D_name, you/'ll be working with K_name for this part [SI-1].
29 T Very quietly, you/'re gonna turn to your book partner [SI-1].
30 T And partner one is go/ing [SI-X]>
31 T Oh my.
32 T Partner one/'s going to tell who the character is [SI-2].
33 T And then (you) I/'m gonna tell you to switch [SI-1].
34 T And then the other person/'s go/ing to go [SI-1].
35 T I did not say begin [SI-1].
36 T So (yo* no) no hand/s [SI-X].
37 ; :02

38 T OK.
 39 T I'll tell you who to XX partner one is, K_name, J_name, D_name and I_name [SI-X].
 40 ; :02
 41 T I just name/ed partner one/s.
 42 T Partner one turn to your group and tell who the main character is [SI-2].
 43 = [5]
 44 T Tell your partner [SI-1].
 45 = [7]
 46 T Who/'s (the) the (main charac*) main character [SI-1]?
 47 = [18]
 48 T OK, now switch [SI-1].
 49 T *The other partner tell [SI-1].
 50 T Who do you think the main character is and something about the character [SI-2].
 51 = [33]
 52 T Mm, sorry [SI-0].
 53 T And stop :04 and listen [SI-1].
 54 T Now it/'s my turn [SI-1].
 55 T Now I/'m the main person [SI-1].
 56 T Eye/s on me [SI-X].
 57 T Eye/s on me [SI-X].
 58 T I need to call (a) a student XX and not as simple [SI-X].
 59 T V_name, who do you think the main character is [SI-2]?
 60 = [5]
 61 T But who/'s the one main character [SI-1]?
 62 T Albert is the main character [SI-1].
 63 T He/'s part of the title [SI-1].
 64 T And he/'s who the story is mostly about [SI-2].
 65 T Z_name, can you tell us one thing about Albert [SI-1]?
 66 = [3]
 67 T What is he [SI-1]?
 68 = [2]
 69 T Albert is (a) a turtle [SI-1].
 70 T Is he a land turtle or a sea turtle [SI-1]?
 71 = [3]
 72 T He is a land turtle [SI-1].
 73 T And we can tell he/'s a land turtle for a couple *of different reason/s [SI-2].
 74 T First of all, do we ever see him in water [SI-1]?
 75 = [2]
 76 T And what does he have on him [SI-1]?
 77 = [3]
 78 T He has a shell [SI-1].
 79 T He has a shell [SI-1].
 80 T Yes D_name [SI-X].
 81 = [2]

82 T Uhuh [SI-X].
 83 T We/'re just talk/ing right now [SI-1].
 84 T Right now we/'re just discuss/ing it [SI-1].
 85 T Alright [SI-X]?
 86 T Alright, so Albert is a land turtle [SI-1].
 87 T Does Albert have any family, D_name [SI-1]?
 88 T Who does he have in his family [SI-1]?
 89 = [4]
 90 T Thank you [SI-X].
 91 T I ask/ed D_name [SI-1].
 92 T And I heard other voice/s [SI-1].
 93 T (Um) Z_name, is Albert an adult or a child [SI-1]?
 94 T How *do you know he/'s a child [SI-2]?
 95 = [6]
 96 T Do we know that he go/3s to school [SI-2]?
 97 = [3]
 98 T He had a backpack on [SI-1].
 99 T So we know he go/3s to school [SI-2].
 100 T And if you remember, on the one page (Albert/z brother or) Albert/z sister said that Albert did/n't wanna fight Dilwork Dunlap after school [SI-3].
 101 T So then we know he go/3s to school [SI-2].
 102 ; :02
 103 T (What is) L_name, what does Albert get upset about [SI-1]?
 104 T (What) what does nobody in his family do [SI-1]?
 105 = [2]
 106 T (Th* wha*) they don't get a toothache [SI-1].
 107 T What else [SI-X]?
 108 T And (he he) he keep/3s say/ing the same thing D_name [SI-1].
 109 T What does he keep say/ing [SI-1]?
 110 = [3]
 111 T They don't believe him [SI-1].
 112 T They don't believe him [SI-1].
 113 T So that/'s pretty upset/ing to Albert I think [SI-2].
 114 T Alright [SI-X].
 115 T This is what we/'re go/ing to do next [SI-2].
 116 T S_name, turn around please [SI-1].
 117 T Put your pencil down [SI-1].
 118 T We/'re go/ing to decide what happen/ed first, next and last in the story [SI-2].
 119 T We/'re gonna decide what happen/ed first, next and last in the story [SI-2].
 120 T Just like when you wrote your recipe you had to write it in order [SI-2].
 121 T A story has an order [SI-1].
 122 T This time the partner who went first last time is gonna go second [SI-2].
 123 T So whoever went first last time, it/'s the other person/z turn [SI-2].
 124 T Listen to what you/'re go/ing to do [SI-2].

125 = [3]
 126 T You/'re go/ing to turn to your partner [SI-1].
 127 T And you/'re go/ing to tell them what happen/3s (to) in the (fir*) story first [SI-2].
 128 = [30]
 129 T And freeze [SI-1].
 130 T Second partner tell what happen/ed next [SI-2].
 131 = [2]
 132 T (S*) second partner tell what happen/ed next [SI-2].
 133 T What happen/ed next [SI-1]?
 134 = [33]
 135 T And freeze [SI-1].
 136 T And freeze [SI-1].
 137 = [5]
 138 T (First) the next partner tell what happen/ed last [SI-2].
 139 = [27]
 140 T And freeze [SI-1].
 141 = [2]
 142 T Eye/s forward [SI-0].
 143 = [2]
 144 T Mouth closed [SI-0].
 145 = [8]
 146 T Eye/s forward [SI-0].
 147 T Mouth closed [SI-0].
 148 = [12]
 149 T Eyes forward [SI-0].
 150 T Mouth/s closed [SI-0].
 151 T I see people in the back of the room that[EW:who] are still talk/ing [SI-2].
 152 = [10]
 153 T Alright, let/'us talk about what happen/ed [SI-2].
 154 = [2]
 155 T Have a seat [SI-1].
 156 T Albert complain/ed that he had a what, Z_name [SI-2]?
 157 = [2]
 158 T Toothache [SI-X].
 159 = 9:58
 160 - 5:59

fb_6288.slt

1 \$ Teacher
2 + Language: English
3 + ParticipantId: FB_6288_084501
4 + Context: Classroom Instruction
5 + Story: The Grouchy Lady Bug
6 + Examiner: FB
7 + Transcriber: LC
8 + Checker:
9 + [EW]: error at word level
10 + [EU]: error at utterance level
11 + [EO]: error overgeneralization
12 + [EW]: extraneous word error
13 + [FP]: filled pause
14 + [LEX]: lexicon

15 - 0:10
16 T Is this gonna be a fiction book [SI-1]?
17 T Or is it gonna be nonfiction [SI-1]?
18 T We/'re look/ing at the picture/s [SI-1].
19 T A Grouchy Lady Bug [SI-X].
20 ; :02
21 T J_name, why do you think it/'s fiction [SI-2]?
22 T Put your hand/s down please [SI-1].
23 = [9]
24 T Oh, because you are (familiar) familiar (with the au*) with his work [SI-1]?
25 ; :03
26 T How else can you tell :02 that this is a fiction book [SI-2]?
27 ; :08
28 T D_name [SI-X].
29 = [2]
30 T Because [SI-X]~
31 = [8]
32 T (Well but so) but (so do) lady bug/s often have seven dot/s and red[EW:black] spot/s [SI-1].
33 T S_name, you/'re done [SI-1].
34 ; :02
35 T XX your hand/s and go back to your seat please [SI-X].
36 ; :04
37 T What do you think the author/z purpose is for telling the story [SI-2]?
38 ; :09
39 T A_name [SI-X].
40 = [8]
41 T OK [SI-X].
42 T I see a reason why people XX why [SI-X].

43 T (Why what do you think) what do you think Mr Carle/z purpose was [SI-2]?
 44 T (What do you think) what was he try/ing to say [SI-2]?
 45 T Are XX called the Grouchy Lady Bug [SI-X].
 46 ; :05
 47 T F_name [SI-X].
 48 = [7]
 49 T Do you think lady bug/s really have feeling/s like that [SI-2]?
 50 T They feel being grouchy and upset [SI-1].
 51 T No [SI-X].
 52 ; :09
 53 T OK [SI-X].
 54 T So everybody make me their grouchy face [SI-1].
 55 T Give me your grouchiest face [SI-1].
 56 T Come on [SI-1].
 57 T You/'re really feel/ing (the ill mean) ill temptered [SI-1].
 58 T Because what does grouchy mean [SI-1]?
 59 T S_name, what does grouchy mean [SI-1]?
 60 T Mad [SI-X].
 61 T (Kind of your a nice per*) are you be/ing nice when you/'re be/ing grouchy (e*) A_name [SI-2]?
 62 = [3]
 63 T *Do you think it really mean/3s really angry, angry or just kinda like "I did/n't get what I want/ed for breakfast" [SI-3]?
 64 T "I/'m feel/ing kinda blah" [SI-1].
 65 T "And I just wanna share my blah with everybody else" [SI-1].
 66 T XXX [SI-X].
 67 T That/'s what I think [SI-2].
 68 ; :02
 69 T (Now) so who is the main character [SI-1]?
 70 T Look at the title [SI-1].
 71 T Look at the cover [SI-1].
 72 T XX (main title) main character of this book is [SI-X]?
 73 ; :07
 74 T Who/'s the main character [SI-1]?
 75 T D_name [SI-X].
 76 = [8]
 77 T You don't know [SI-1]?
 78 ; :02
 79 T Who are some of the main character/s [SI-1]?
 80 T Who is the story gonna be mostly about [SI-1]?
 81 ; :02
 82 T C_name [SI-X].
 83 T The lady bug [SI-X].
 84 ; :05
 85 T And (what do lady bu*) everyone tell what lady bug/s and other insect/s XX day [SI-X].

86 T What do lady bug/s eat [SI-1]?
 87 T S_name [SI-X].
 88 = [2]
 89 T Why is he grouchy [SI-1]?
 90 = [3]
 91 T (What) think that/s why [SI-1]?
 92 T OK, let/us listen to the story [SI-1].
 93 T Put your hand/s down [SI-1].
 94 T Just listen to the story right now [SI-1].
 95 = [55]
 96 T Put (them inside your desk) the pencil inside your desk please [SI-1].
 97 = [5]
 98 T What do you think insist mean/3s [SI-2]?
 99 T Try to guess what insist [SI-X]>
 100 T (That/s a big) that/s a second or third grader word [SI-1].
 101 ; :02
 102 T XX insist mean/3s [SI-X]?
 103 = [2]
 104 T Insist [SI-X].
 105 = [6]
 106 T No [SI-X].
 107 T Well, not in[EW] sharing [SI-X].
 108 T Sharing would be nice [SI-1].
 109 T But I don't think it/s[EW:that's] what it mean/3s [SI-3].
 110 T F_name [SI-X].
 111 = [4]
 112 T No [SI-X].
 113 ; :11
 114 T S_name [SI-X].
 115 = [5]
 116 T Your hand was up S_name [SI-1].
 117 ; :07
 118 T Good morning [SI-X].
 119 = E talks to person who entered room
 120 = [17]
 121 T Insist mean/3s to say that [SI-X]>
 122 T OK, one more person [SI-X].
 123 T L_name [SI-X].
 124 T What do you think insist mean/3s [SI-2]?
 125 = [6]
 126 T No [SI-X].
 127 T It does/n't really XX OK [SI-X].
 128 T It/s more like if I insist you do something, if I insist you put your pencil/s away and stop playing with them [SI-5].

129 T Am I ask/ing you to do something saying, "(wou*) could you please" [SI-2]?
 130 T Or am I tell/ing you that you must do it [SI-2]?
 131 T Y_name [SI-X].
 132 T Telling you that you must do it [SI-2].
 133 ; :05
 134 T Yes, D_name [SI-X].
 135 = [2]
 136 T Well, why don't you ask D_name XX in this class [SI-X]?
 137 T We/'ve been do/ing this since August [SI-1].
 138 T Thank you [SI-X].
 139 T Now go [SI-1].
 140 ; :03
 141 T Yes L_name [SI-X].
 142 = [5]
 143 T Actually, order me, I have to do it, I must do it [SI-X]>
 144 T (Those are all) well, they/'re all synonym/s (from) for insist [SI-1].
 145 ; :04
 146 T Now let/'us go on [SI-1].
 147 = [59]
 148 T (The first time whe* I don't I don't) remember, I don't show picture/s the first time [SI-2].
 149 T The second time I read this, I/'ll show you the picture/s [SI-2].
 150 T We/'re focus/ing on the word/s right now [SI-1].
 151 = [56]
 152 T Every eye should be on me right now, D_name [SI-1].
 153 ; :02
 154 T Turn around *and face forward [SI-1].
 155 ; :02
 156 T I/'m not [SI-X]>
 157 T No [SI-X].
 158 T You X your leg/s [SI-X].
 159 = [34]
 160 T Sorry [SI-X].
 161 = [1:17]
 162 T What do you think is gonna be big enough XX here [SI-X]?
 163 T What do you think is gonna be big enough for the grouchy lady bug to fight [SI-2]?
 164 ; :11
 165 T F_name [SI-X].
 166 = [2]
 167 T *Is gonna be big enough for her to fight [SI-0]?
 168 = [5]
 169 T F_name [SI-X].
 170 = [2]
 171 T Are we go/ing from lobster/s and snake/s and skunk/s [SI-2]?
 172 T I mean, the animal/s are get/ing bigger [SI-2]?

... ..

173 T What/'s gonna be big XX big enough for her to fight [SI-X]?

174 ; :03

175 T L_name [SI-X].

176 T A whale [SI-X].

177 T X we/'ll see [SI-X].

178 = [2:06]

179 T Shh [SI-X].

180 = 14:32

181 - 5:54

fb_6289.slt

1 \$ Teacher
2 + ParticipantId: FB_6289
3 + Context: Classroom Instruction
4 + Story: Daisy Comes Back
5 + Transcriber: LC
6 + Checker:
7 + [EW:]: error at word level
8 + [EU:]: error at utterance level
9 + [FP]: filled pause

10 - 0:15
11 T If you look at the cover, what do you notice about some of the thing/s you see [SI-3]?
12 T D_name [SI-X].
13 = [5]
14 T So you think she probably live/3s in another country other than America [SI-2].
15 T Why do you think that D_name [SI-1]?
16 T (Good) good observation [SI-X].
17 = [3]
18 T Her clothing look/3s different [SI-1].
19 T Very good [SI-X].
20 T D_name [SI-X].
21 = [2]
22 T There/'s some animal/s that we don't always see around where we live [SI-3].
23 T R_name [SI-X].
24 = [7]
25 T OK, there is shed [SI-1].
26 T OK [SI-X].
27 T Let/'us find out where Daisy is from [SI-2].
28 T OK [SI-X].
29 = [6]
30 T So D_name, you were exactly right [SI-1].
31 T She does/n't live in America [SI-1].
32 T She live/3s in another country, China [SI-1].
33 = [13]
34 T So you can see that they have different name/s in China [SI-2].
35 T XX go [SI-X].
36 = [45]
37 T So her hen/s lay egg/s [SI-1].
38 T And then she collect/3s them and probably sell/3s them [SI-1].
39 = [39]
40 T Very sad [SI-0].
41 = [40]
42 T So she did/n't realize it [SI-1].

43 T But her basket is[EW:was] start/ing to float away [SI-1].
 44 ; :02
 45 T XXX [SI-X].
 46 = [19]
 47 T So if her house is get/ing smaller and smaller, that mean/3s she is get/ing farther and farther away [SI-3].
 48 = [14]
 49 T How do you think she/'s feel/ing [SI-2]?
 50 T Probably sad and probably scared [SI-0].
 51 = [40]
 52 T So if this is a houseboat then somebody live/3s on it [SI-2].
 53 T It/'s their house [SI-1].
 54 T But it/'s on a boat [SI-1].
 55 T So something different [SI-0].
 56 = [1:01]
 57 T So curious mean/3s [SI-1]~
 58 T They were wonder/ing about her [SI-1].
 59 T So they kept look/ing at her [SI-1].
 60 T They have never seen another animal like her [SI-1].
 61 = [7]
 62 T Down [SI-X].
 63 T If Daisy froze, what do you think that mean/3s [SI-3]?
 64 T She was so scared that she just froze up [SI-2].
 65 = [14]
 66 T So she/'s meet/ing all these other animal/s that she does/n't normally see [SI-2].
 67 ; :02
 68 T And she/'s afraid of them [SI-1].
 69 T But it sound/3s like they/'re afraid of her too [SI-2].
 70 = [45]
 71 T So they have tree/s that (um) have bamboo branch/s [SI-2].
 72 T And they use the bamboo branch/s to make alot of thing/s [SI-1].
 73 T And one of those thing/s (*) are[EW:is] boat/s.
 74 ; :02
 75 T So he/'s say/ing, "I have all these fish to sell and make money" [SI-2].
 76 T "But today I actually can sell a chicken and make even more money" [SI-1].
 77 T So he/'s excited [SI-1].
 78 = [51]
 79 T Because she/'s go/ing to the market to sell her egg/s [SI-1].
 80 T So that/'s how people make money there [SI-2].
 81 T They have thing/s that they go to the market and sell to get money [SI-2].
 82 = [44]
 83 T So you can see some[EW:one] of the way/s they get around are[EW:is] called bike cart/s [SI-3].
 84 ; :04
 85 T So she realize/3s somebody has a hen for sale [SI-2].
 86 T And she realize/3s that must be where Mei Mei is [SI-3].

87 T So she/'s run/ing to go save her [SI-1].
 88 = [28]
 89 T So he/'s say/ing, "I don't care if it/'s yours" [SI-3].
 90 T "I found her" [SI-1].
 91 T "And if I wanna sell her to make money, I/'m gonna sell her" [SI-2].
 92 = [16]
 93 T So the red character/s are their writing [SI-1].
 94 T They have different [SI-X]>
 95 T They don't use letter/s like we do in America [SI-2].
 96 T They have different letter/s which they call character/s [SI-2].
 97 T And (it) that spell/3s Happy Hen [SI-1].
 98 T So she/'s think/ing someone/'s gonna buy the hen and cook it [SI-2].
 99 = [27]
 100 T So that was her calling[EW:call] where they live/ed [SI-2].
 101 T When she would call that, the hen/s would know to come [SI-2].
 102 = [28]
 103 T Yes [SI-X].
 104 = [44]
 105 T So on her travel down the river Daisy learn/ed how to [SI-1]~
 106 = [2]
 107 T Well, not just fly [SI-X].
 108 T Very good [SI-X].
 109 T How to protect herself [SI-X].
 110 T How to scare away animal/s who are try/ing to hurt her [SI-1].
 111 T (So) so now she/'s do/ing it to the hen/s that are pick/ing on her [SI-2].
 112 T And they/'re say/ing, "oh" [SI-1].
 113 T "I guess we can/'t mess with Daisy anymore" [SI-2].
 114 T So even though she was scared going down the river, she learn/ed, move, how to protect herself [SI-3].
 115 T And now she/'s use/ing that against the other hen [SI-1].
 116 = [2]
 117 T OK [SI-X].
 118 = [19]
 119 T So she learn/ed a very important lesson, that you have to be able to protect yourself from other people or animal/s that are try/ing to hurt you [SI-3].
 120 T And now the other hen/s are no longer pick/ing on her [SI-1].
 121 T Very good [SI-X].
 122 T And I heard booing which is alot like what that was [SI-3].
 123 T So very nice [SI-X].
 124 = 14:39
 125 = 4:18

APPENDIX E

SALT STANDARD MEASURES REPORTS FOR ALL TRANSCRIPTIONS

fb_5059		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	102	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	528	0
Elapsed Time	(3:09)	3.15
INTELLIGIBILITY		
% Intelligible Utterances	100%	---
% Intelligible Words	100%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	4.97	---
# MLU in Morphemes	5.47	---
# Verbs/Utterance	1.04	---
# SI Composite Score	1.38	---
SEMANTICS		
# Number Total Words	497	0
# Number Different Words	152	0
# Type Token Ratio	0.31	---
# Moving-Average TTR (100)	0.58	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	504.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	167.62	---
Pauses Within Utterances	1	0
Pauses Between Utterances		2
Pause Time as % of Total Time		3.2%
# Maze Words as % of Total Words	5.3%	---
Abandoned Utterances	2	0
ERRORS		
# % Utterances with Errors	2.0%	---
Number of Omissions	1	0
Number of Error Codes	1	0
<i># Calculations based on C&I Verbal Utts</i>		

fb_5069		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	106	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	651	0
Elapsed Time	(4:06)	4.10
INTELLIGIBILITY		
% Intelligible Utterances	97.2%	---
% Intelligible Words	99.5%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	6.13	---
# MLU in Morphemes	6.68	---
# Verbs/Utterance	1.56	---
# SI Composite Score	1.48	---
SEMANTICS		
# Number Total Words	613	0
# Number Different Words	200	0
# Type Token Ratio	0.33	---
# Moving-Average TTR (100)	0.62	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	632.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	158.78	---
Pauses Within Utterances	0	0
Pauses Between Utterances		2
Pause Time as % of Total Time		2.0%
# Maze Words as % of Total Words	3.2%	---
Abandoned Utterances	3	0
ERRORS		
# % Utterances with Errors	5.0%	---
Number of Omissions	5	0
Number of Error Codes	0	0
<i># Calculations based on C&I Verbal Utts</i>		

fb_5071		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	106	0
# Analysis Set (C&I Verbal Utts)	98	0
All Words Including Mazes	722	0
Elapsed Time	(3:42)	3.70
INTELLIGIBILITY		
% Intelligible Utterances	96.2%	---
% Intelligible Words	99.4%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	6.73	---
# MLU in Morphemes	7.34	---
# Verbs/Utterance	1.47	---
# SI Composite Score	1.57	---
SEMANTICS		
# Number Total Words	660	0
# Number Different Words	181	0
# Type Token Ratio	0.27	---
# Moving-Average TTR (100)	0.55	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	704.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	195.14	---
Pauses Within Utterances	2	0
Pauses Between Utterances		2
Pause Time as % of Total Time		4.5%
# Maze Words as % of Total Words	2.4%	---
Abandoned Utterances	1	0
ERRORS		
# % Utterances with Errors	4.1%	---
Number of Omissions	3	0
Number of Error Codes	1	0
<i># Calculations based on C&I Verbal Utts</i>		

fb_5167		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	103	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	495	0
Elapsed Time	(3:52)	3.87
INTELLIGIBILITY		
% Intelligible Utterances	99.0%	---
% Intelligible Words	99.8%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	4.88	---
# MLU in Morphemes	5.30	---
# Verbs/Utterance	0.99	---
# SI Composite Score	1.34	---
SEMANTICS		
# Number Total Words	488	0
# Number Different Words	205	0
# Type Token Ratio	0.42	---
# Moving-Average TTR (100)	0.63	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	493.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	128.02	---
Pauses Within Utterances	0	0
Pauses Between Utterances		11
Pause Time as % of Total Time		15.1%
# Maze Words as % of Total Words	0.8%	---
Abandoned Utterances	0	0
ERRORS		
# % Utterances with Errors	1.0%	---
Number of Omissions	0	0
Number of Error Codes	1	0
<i># Calculations based on C&I Verbal Utts</i>		

fb_5170		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	110	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	621	0
Elapsed Time	(4:15)	4.25
INTELLIGIBILITY		
% Intelligible Utterances	98.2%	---
% Intelligible Words	99.7%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	5.67	---
# MLU in Morphemes	6.09	---
# Verbs/Utterance	1.08	---
# SI Composite Score	1.34	---
SEMANTICS		
# Number Total Words	567	0
# Number Different Words	197	0
# Type Token Ratio	0.35	---
# Moving-Average TTR (100)	0.62	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	596.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	146.12	---
Pauses Within Utterances	1	0
Pauses Between Utterances		4
Pause Time as % of Total Time		5.1%
# Maze Words as % of Total Words	4.4%	---
Abandoned Utterances	5	0
ERRORS		
# % Utterances with Errors	2.0%	---
Number of Omissions	1	0
Number of Error Codes	1	0
<i># Calculations based on C&I Verbal Utts</i>		

fb_5293		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	104	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	668	0
Elapsed Time	(4:36)	4.60
INTELLIGIBILITY		
% Intelligible Utterances	99.0%	---
% Intelligible Words	99.9%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	6.50	---
# MLU in Morphemes	7.52	---
# Verbs/Utterance	1.53	---
# SI Composite Score	1.48	---
SEMANTICS		
# Number Total Words	650	0
# Number Different Words	200	0
# Type Token Ratio	0.31	---
# Moving-Average TTR (100)	0.60	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	667.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	145.22	---
Pauses Within Utterances	0	0
Pauses Between Utterances		6
Pause Time as % of Total Time		5.8%
# Maze Words as % of Total Words	0.3%	---
Abandoned Utterances	2	0
ERRORS		
# % Utterances with Errors	3.0%	---
Number of Omissions	1	0
Number of Error Codes	2	0
<i># Calculations based on C&I Verbal Utts</i>		

fb_5383		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	103	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	462	0
Elapsed Time	(3:32)	3.53
INTELLIGIBILITY		
% Intelligible Utterances	98.1%	---
% Intelligible Words	99.5%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	4.30	---
# MLU in Morphemes	4.83	---
# Verbs/Utterance	1.00	---
# SI Composite Score	1.17	---
SEMANTICS		
# Number Total Words	430	0
# Number Different Words	178	0
# Type Token Ratio	0.41	---
# Moving-Average TTR (100)	0.61	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	435.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	130.75	---
Pauses Within Utterances	0	0
Pauses Between Utterances		5
Pause Time as % of Total Time		7.1%
# Maze Words as % of Total Words	7.7%	---
Abandoned Utterances	0	0
ERRORS		
# % Utterances with Errors	4.0%	---
Number of Omissions	3	0
Number of Error Codes	2	0
<i># Calculations based on C&I Verbal Utts</i>		

fb_5384		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	105	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	722	0
Elapsed Time	(5:18)	5.30
INTELLIGIBILITY		
% Intelligible Utterances	98.1%	---
% Intelligible Words	99.7%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	6.72	---
# MLU in Morphemes	7.45	---
# Verbs/Utterance	1.53	---
# SI Composite Score	1.42	---
SEMANTICS		
# Number Total Words	672	0
# Number Different Words	217	0
# Type Token Ratio	0.32	---
# Moving-Average TTR (100)	0.63	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	694.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	136.23	---
Pauses Within Utterances	0	0
Pauses Between Utterances		8
Pause Time as % of Total Time		9.4%
# Maze Words as % of Total Words	4.4%	---
Abandoned Utterances	2	0
ERRORS		
# % Utterances with Errors	3.0%	---
Number of Omissions	3	0
Number of Error Codes	0	0
# Calculations based on C&I Verbal Utts		

fb_5455		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	104	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	585	0
Elapsed Time	(3:33)	3.55
INTELLIGIBILITY		
% Intelligible Utterances	97.1%	---
% Intelligible Words	99.5%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	5.63	---
# MLU in Morphemes	6.11	---
# Verbs/Utterance	1.20	---
# SI Composite Score	1.48	---
SEMANTICS		
# Number Total Words	563	0
# Number Different Words	162	0
# Type Token Ratio	0.29	---
# Moving-Average TTR (100)	0.55	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	576.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	164.79	---
Pauses Within Utterances	1	0
Pauses Between Utterances		0
Pause Time as % of Total Time		0.9%
# Maze Words as % of Total Words	1.6%	---
Abandoned Utterances	1	0
ERRORS		
# % Utterances with Errors	5.0%	---
Number of Omissions	4	0
Number of Error Codes	1	0
# Calculations based on C&I Verbal Utts		

fb_5456		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	102	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	584	0
Elapsed Time	(4:39)	4.65
INTELLIGIBILITY		
% Intelligible Utterances	98.0%	---
% Intelligible Words	99.7%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	5.68	---
# MLU in Morphemes	6.53	---
# Verbs/Utterance	1.18	---
# SI Composite Score	1.38	---
SEMANTICS		
# Number Total Words	568	0
# Number Different Words	192	0
# Type Token Ratio	0.34	---
# Moving-Average TTR (100)	0.58	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	575.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	125.59	---
Pauses Within Utterances	0	0
Pauses Between Utterances		3
Pause Time as % of Total Time		2.2%
# Maze Words as % of Total Words	1.9%	---
Abandoned Utterances	0	0
ERRORS		
# % Utterances with Errors	3.0%	---
Number of Omissions	2	0
Number of Error Codes	1	0
<i># Calculations based on C&I Verbal Utts</i>		

fb_5461		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	118	0
# Analysis Set (C&I Verbal Utts)	117	0
All Words Including Mazes	578	0
Elapsed Time	(4:49)	4.82
INTELLIGIBILITY		
% Intelligible Utterances	100%	---
% Intelligible Words	100%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	4.89	---
# MLU in Morphemes	5.36	---
# Verbs/Utterance	0.97	---
# SI Composite Score	1.16	---
SEMANTICS		
# Number Total Words	572	0
# Number Different Words	189	0
# Type Token Ratio	0.33	---
# Moving-Average TTR (100)	0.59	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	574.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	120.00	---
Pauses Within Utterances	0	0
Pauses Between Utterances		5
Pause Time as % of Total Time		6.6%
# Maze Words as % of Total Words	0.9%	---
Abandoned Utterances	1	0
ERRORS		
# % Utterances with Errors	0.9%	---
Number of Omissions	3	0
Number of Error Codes	0	0
<i># Calculations based on C&I Verbal Utts</i>		

fb_5472		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	105	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	582	0
Elapsed Time	(3:26)	3.43
INTELLIGIBILITY		
% Intelligible Utterances	99.0%	---
% Intelligible Words	99.8%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	5.38	---
# MLU in Morphemes	6.09	---
# Verbs/Utterance	1.02	---
# SI Composite Score	1.37	---
SEMANTICS		
# Number Total Words	538	0
# Number Different Words	211	0
# Type Token Ratio	0.39	---
# Moving-Average TTR (100)	0.66	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	550.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	169.51	---
Pauses Within Utterances	0	0
Pauses Between Utterances		4
Pause Time as % of Total Time		3.9%
# Maze Words as % of Total Words	5.8%	---
Abandoned Utterances	2	0
ERRORS		
# % Utterances with Errors	1.0%	---
Number of Omissions	0	0
Number of Error Codes	1	0
# Calculations based on C&I Verbal Utts		

fb_5551		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	81	0
# Analysis Set (C&I Verbal Utts)	79	0
All Words Including Mazes	577	0
Elapsed Time	(3:28)	3.47
INTELLIGIBILITY		
% Intelligible Utterances	100%	---
% Intelligible Words	100%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	6.99	---
# MLU in Morphemes	7.84	---
# Verbs/Utterance	1.57	---
# SI Composite Score	1.50	---
SEMANTICS		
# Number Total Words	552	0
# Number Different Words	180	0
# Type Token Ratio	0.33	---
# Moving-Average TTR (100)	0.56	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	564.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	166.44	---
Pauses Within Utterances	0	0
Pauses Between Utterances		2
Pause Time as % of Total Time		2.4%
# Maze Words as % of Total Words	2.5%	---
Abandoned Utterances	1	0
ERRORS		
# % Utterances with Errors	2.5%	---
Number of Omissions	2	0
Number of Error Codes	1	0
<i># Calculations based on C&I Verbal Utts</i>		

fb_5557		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	112	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	678	0
Elapsed Time	(5:09)	5.15
INTELLIGIBILITY		
% Intelligible Utterances	91.1%	---
% Intelligible Words	98.5%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	6.22	---
# MLU in Morphemes	7.07	---
# Verbs/Utterance	1.56	---
# SI Composite Score	1.49	---
SEMANTICS		
# Number Total Words	622	0
# Number Different Words	217	0
# Type Token Ratio	0.35	---
# Moving-Average TTR (100)	0.63	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	650.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	131.65	---
Pauses Within Utterances	2	0
Pauses Between Utterances		5
Pause Time as % of Total Time		7.8%
# Maze Words as % of Total Words	4.7%	---
Abandoned Utterances	1	0
ERRORS		
# % Utterances with Errors	9.0%	---
Number of Omissions	8	0
Number of Error Codes	3	0
# Calculations based on C&I Verbal Utts		

fb_5564		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	105	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	470	0
Elapsed Time	(2:50)	2.83
INTELLIGIBILITY		
% Intelligible Utterances	98.1%	---
% Intelligible Words	99.6%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	4.31	---
# MLU in Morphemes	4.84	---
# Verbs/Utterance	0.98	---
# SI Composite Score	1.25	---
SEMANTICS		
# Number Total Words	431	0
# Number Different Words	163	0
# Type Token Ratio	0.38	---
# Moving-Average TTR (100)	0.61	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	455.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	165.88	---
Pauses Within Utterances	0	0
Pauses Between Utterances		2
Pause Time as % of Total Time		2.9%
# Maze Words as % of Total Words	3.6%	---
Abandoned Utterances	3	0
ERRORS		
# % Utterances with Errors	0.0%	---
Number of Omissions	0	0
Number of Error Codes	0	0
<i># Calculations based on C&I Verbal Utts</i>		

fb_5568		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	103	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	644	0
Elapsed Time	(3:57)	3.95
INTELLIGIBILITY		
% Intelligible Utterances	99.0%	---
% Intelligible Words	99.8%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	6.16	---
# MLU in Morphemes	6.71	---
# Verbs/Utterance	1.27	---
# SI Composite Score	1.60	---
SEMANTICS		
# Number Total Words	616	0
# Number Different Words	167	0
# Type Token Ratio	0.27	---
# Moving-Average TTR (100)	0.55	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	627.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	163.04	---
Pauses Within Utterances	0	0
Pauses Between Utterances		2
Pause Time as % of Total Time		1.7%
# Maze Words as % of Total Words	3.1%	---
Abandoned Utterances	1	0
ERRORS		
# % Utterances with Errors	4.0%	---
Number of Omissions	1	0
Number of Error Codes	4	0
<i># Calculations based on C&I Verbal Utts</i>		

fb_5585		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	105	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	575	0
Elapsed Time	(3:53)	3.88
INTELLIGIBILITY		
% Intelligible Utterances	98.1%	---
% Intelligible Words	99.6%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	5.37	---
# MLU in Morphemes	5.91	---
# Verbs/Utterance	1.08	---
# SI Composite Score	1.23	---
SEMANTICS		
# Number Total Words	537	0
# Number Different Words	198	0
# Type Token Ratio	0.37	---
# Moving-Average TTR (100)	0.65	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	563.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	148.07	---
Pauses Within Utterances	0	0
Pauses Between Utterances		2
Pause Time as % of Total Time		2.6%
# Maze Words as % of Total Words	2.5%	---
Abandoned Utterances	3	0
ERRORS		
# % Utterances with Errors	6.0%	---
Number of Omissions	4	0
Number of Error Codes	3	0
# Calculations based on C&I Verbal Utts		

fb_5666		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	104	0
# Analysis Set (C&I Verbal Utts)	101	0
All Words Including Mazes	857	0
Elapsed Time	(5:17)	5.28
INTELLIGIBILITY		
% Intelligible Utterances	99.0%	---
% Intelligible Words	99.9%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	7.76	---
# MLU in Morphemes	8.56	---
# Verbs/Utterance	1.52	---
# SI Composite Score	1.53	---
SEMANTICS		
# Number Total Words	784	0
# Number Different Words	229	0
# Type Token Ratio	0.29	---
# Moving-Average TTR (100)	0.57	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	823.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	162.21	---
Pauses Within Utterances	5	0
Pauses Between Utterances		5
Pause Time as % of Total Time		8.2%
# Maze Words as % of Total Words	4.3%	---
Abandoned Utterances	2	0
ERRORS		
# % Utterances with Errors	3.0%	---
Number of Omissions	2	0
Number of Error Codes	2	0
# Calculations based on C&I Verbal Utts		

fb_5762		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	100	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	607	0
Elapsed Time	(4:34)	4.57
INTELLIGIBILITY		
% Intelligible Utterances	100%	---
% Intelligible Words	100%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	5.98	---
# MLU in Morphemes	6.65	---
# Verbs/Utterance	1.09	---
# SI Composite Score	1.36	---
SEMANTICS		
# Number Total Words	598	0
# Number Different Words	204	0
# Type Token Ratio	0.34	---
# Moving-Average TTR (100)	0.58	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	598.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	132.92	---
Pauses Within Utterances	2	0
Pauses Between Utterances		7
Pause Time as % of Total Time		9.9%
# Maze Words as % of Total Words	2.0%	---
Abandoned Utterances	0	0
ERRORS		
# % Utterances with Errors	3.0%	---
Number of Omissions	1	0
Number of Error Codes	2	0
# Calculations based on C&I Verbal Utts		

fb_5776		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	101	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	585	0
Elapsed Time	(4:08)	4.13
INTELLIGIBILITY		
% Intelligible Utterances	100%	---
% Intelligible Words	100%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	5.64	---
# MLU in Morphemes	6.03	---
# Verbs/Utterance	1.06	---
# SI Composite Score	1.34	---
SEMANTICS		
# Number Total Words	564	0
# Number Different Words	197	0
# Type Token Ratio	0.35	---
# Moving-Average TTR (100)	0.63	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	574.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	141.53	---
Pauses Within Utterances	0	0
Pauses Between Utterances		0
Pause Time as % of Total Time		0.0%
# Maze Words as % of Total Words	2.4%	---
Abandoned Utterances	1	0
ERRORS		
# % Utterances with Errors	0.0%	---
Number of Omissions	0	0
Number of Error Codes	0	0
# Calculations based on C&I Verbal Utts		

fb_5777		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	96	0
# Analysis Set (C&I Verbal Utts)	94	0
All Words Including Mazes	583	0
Elapsed Time	(4:25)	4.42
INTELLIGIBILITY		
% Intelligible Utterances	97.9%	---
% Intelligible Words	99.7%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	6.13	---
# MLU in Morphemes	6.68	---
# Verbs/Utterance	1.32	---
# SI Composite Score	1.48	---
SEMANTICS		
# Number Total Words	576	0
# Number Different Words	196	0
# Type Token Ratio	0.34	---
# Moving-Average TTR (100)	0.62	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	580.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	132.00	---
Pauses Within Utterances	0	0
Pauses Between Utterances		9
Pause Time as % of Total Time		9.4%
# Maze Words as % of Total Words	0.5%	---
Abandoned Utterances	0	0
ERRORS		
# % Utterances with Errors	1.1%	---
Number of Omissions	1	0
Number of Error Codes	0	0
# Calculations based on C&I Verbal Utts		

fb_5778		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	103	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	524	0
Elapsed Time	(3:18)	3.30
INTELLIGIBILITY		
% Intelligible Utterances	100%	---
% Intelligible Words	100%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	4.98	---
# MLU in Morphemes	5.55	---
# Verbs/Utterance	1.00	---
# SI Composite Score	1.35	---
SEMANTICS		
# Number Total Words	498	0
# Number Different Words	165	0
# Type Token Ratio	0.33	---
# Moving-Average TTR (100)	0.55	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	522.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	158.79	---
Pauses Within Utterances	0	0
Pauses Between Utterances		1
Pause Time as % of Total Time		1.0%
# Maze Words as % of Total Words	1.2%	---
Abandoned Utterances	1	0
ERRORS		
# % Utterances with Errors	2.0%	---
Number of Omissions	1	0
Number of Error Codes	1	0
# Calculations based on C&I Verbal Utts		

fb_5858		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	106	0
# Analysis Set (C&I Verbal Utts)	101	0
All Words Including Mazes	774	0
Elapsed Time	(4:55)	4.92
INTELLIGIBILITY		
% Intelligible Utterances	96.2%	---
% Intelligible Words	99.5%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	7.30	---
# MLU in Morphemes	8.10	---
# Verbs/Utterance	1.56	---
# SI Composite Score	1.59	---
SEMANTICS		
# Number Total Words	737	0
# Number Different Words	233	0
# Type Token Ratio	0.32	---
# Moving-Average TTR (100)	0.64	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	760.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	157.42	---
Pauses Within Utterances	0	0
Pauses Between Utterances		1
Pause Time as % of Total Time		1.0%
# Maze Words as % of Total Words	2.0%	---
Abandoned Utterances	1	0
ERRORS		
# % Utterances with Errors	7.9%	---
Number of Omissions	4	0
Number of Error Codes	5	0
# Calculations based on C&I Verbal Utts		

fb_5950		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	106	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	526	0
Elapsed Time	(3:54)	3.90
INTELLIGIBILITY		
% Intelligible Utterances	99.1%	---
% Intelligible Words	99.8%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	4.92	---
# MLU in Morphemes	5.46	---
# Verbs/Utterance	1.09	---
# SI Composite Score	1.40	---
SEMANTICS		
# Number Total Words	492	0
# Number Different Words	143	0
# Type Token Ratio	0.29	---
# Moving-Average TTR (100)	0.56	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	508.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	134.87	---
Pauses Within Utterances	0	0
Pauses Between Utterances		3
Pause Time as % of Total Time		2.6%
# Maze Words as % of Total Words	4.3%	---
Abandoned Utterances	3	0
ERRORS		
# % Utterances with Errors	2.0%	---
Number of Omissions	1	0
Number of Error Codes	1	0
# Calculations based on C&I Verbal Utts		

fb_5973		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	86	0
# Analysis Set (C&I Verbal Utts)	61	0
All Words Including Mazes	594	0
Elapsed Time	(3:56)	3.93
INTELLIGIBILITY		
% Intelligible Utterances	72.1%	---
% Intelligible Words	95.6%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	7.26	---
# MLU in Morphemes	7.75	---
# Verbs/Utterance	1.51	---
# SI Composite Score	1.41	---
SEMANTICS		
# Number Total Words	443	0
# Number Different Words	158	0
# Type Token Ratio	0.36	---
# Moving-Average TTR (100)	0.59	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	585.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	151.02	---
Pauses Within Utterances	1	0
Pauses Between Utterances		0
Pause Time as % of Total Time		0.8%
# Maze Words as % of Total Words	1.8%	---
Abandoned Utterances	1	0
ERRORS		
# % Utterances with Errors	8.2%	---
Number of Omissions	2	0
Number of Error Codes	4	0
# Calculations based on C&I Verbal Utts		

fb_5975		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	101	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	611	0
Elapsed Time	(3:52)	3.87
INTELLIGIBILITY		
% Intelligible Utterances	100%	---
% Intelligible Words	100%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	5.91	---
# MLU in Morphemes	6.44	---
# Verbs/Utterance	1.31	---
# SI Composite Score	1.23	---
SEMANTICS		
# Number Total Words	591	0
# Number Different Words	225	0
# Type Token Ratio	0.38	---
# Moving-Average TTR (100)	0.65	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	594.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	158.02	---
Pauses Within Utterances	2	0
Pauses Between Utterances		3
Pause Time as % of Total Time		6.5%
# Maze Words as % of Total Words	3.0%	---
Abandoned Utterances	0	0
ERRORS		
# % Utterances with Errors	1.0%	---
Number of Omissions	0	0
Number of Error Codes	1	0
# Calculations based on C&I Verbal Utts		

fb_5986		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	104	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	478	0
Elapsed Time	(3:45)	3.75
INTELLIGIBILITY		
% Intelligible Utterances	99.0%	---
% Intelligible Words	99.8%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	4.44	---
# MLU in Morphemes	5.07	---
# Verbs/Utterance	0.88	---
# SI Composite Score	1.09	---
SEMANTICS		
# Number Total Words	444	0
# Number Different Words	166	0
# Type Token Ratio	0.37	---
# Moving-Average TTR (100)	0.56	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	454.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	127.47	---
Pauses Within Utterances	0	0
Pauses Between Utterances		7
Pause Time as % of Total Time		13.8%
# Maze Words as % of Total Words	5.5%	---
Abandoned Utterances	2	0
ERRORS		
# % Utterances with Errors	1.0%	---
Number of Omissions	1	0
Number of Error Codes	0	0
<i># Calculations based on C&I Verbal Utts</i>		

fb_6052		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	108	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	721	0
Elapsed Time	(4:29)	4.48
INTELLIGIBILITY		
% Intelligible Utterances	94.4%	---
% Intelligible Words	99.2%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	6.88	---
# MLU in Morphemes	7.77	---
# Verbs/Utterance	1.59	---
# SI Composite Score	1.49	---
SEMANTICS		
# Number Total Words	688	0
# Number Different Words	214	0
# Type Token Ratio	0.31	---
# Moving-Average TTR (100)	0.61	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	714.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	160.82	---
Pauses Within Utterances	0	0
Pauses Between Utterances		1
Pause Time as % of Total Time		1.5%
# Maze Words as % of Total Words	1.6%	---
Abandoned Utterances	1	0
ERRORS		
# % Utterances with Errors	7.0%	---
Number of Omissions	6	0
Number of Error Codes	1	0
<i># Calculations based on C&I Verbal Utts</i>		

fb_6060		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	103	0
# Analysis Set (C&I Verbal Utts)	101	0
All Words Including Mazes	524	0
Elapsed Time	(3:29)	3.48
INTELLIGIBILITY		
% Intelligible Utterances	100%	---
% Intelligible Words	100%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	5.08	---
# MLU in Morphemes	5.81	---
# Verbs/Utterance	1.04	---
# SI Composite Score	1.26	---
SEMANTICS		
# Number Total Words	513	0
# Number Different Words	188	0
# Type Token Ratio	0.37	---
# Moving-Average TTR (100)	0.63	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	519.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	150.43	---
Pauses Within Utterances	0	0
Pauses Between Utterances		5
Pause Time as % of Total Time		5.3%
# Maze Words as % of Total Words	1.2%	---
Abandoned Utterances	1	0
ERRORS		
# % Utterances with Errors	1.0%	---
Number of Omissions	1	0
Number of Error Codes	0	0
<i># Calculations based on C&I Verbal Utts</i>		

fb_6082		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	108	0
# Analysis Set (C&I Verbal Utts)	102	0
All Words Including Mazes	547	0
Elapsed Time	(3:46)	3.77
INTELLIGIBILITY		
% Intelligible Utterances	98.1%	---
% Intelligible Words	99.6%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	4.84	---
# MLU in Morphemes	5.37	---
# Verbs/Utterance	1.02	---
# SI Composite Score	1.30	---
SEMANTICS		
# Number Total Words	494	0
# Number Different Words	165	0
# Type Token Ratio	0.33	---
# Moving-Average TTR (100)	0.61	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	527.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	145.22	---
Pauses Within Utterances	0	0
Pauses Between Utterances		5
Pause Time as % of Total Time		5.8%
# Maze Words as % of Total Words	4.1%	---
Abandoned Utterances	1	0
ERRORS		
# % Utterances with Errors	1.0%	---
Number of Omissions	0	0
Number of Error Codes	1	0
# Calculations based on C&I Verbal Utts		

fb_6162		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	107	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	569	0
Elapsed Time	(3:50)	3.83
INTELLIGIBILITY		
% Intelligible Utterances	96.3%	---
% Intelligible Words	99.3%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	5.29	---
# MLU in Morphemes	5.88	---
# Verbs/Utterance	1.07	---
# SI Composite Score	1.26	---
SEMANTICS		
# Number Total Words	529	0
# Number Different Words	181	0
# Type Token Ratio	0.34	---
# Moving-Average TTR (100)	0.59	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	553.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	148.43	---
Pauses Within Utterances	1	0
Pauses Between Utterances		2
Pause Time as % of Total Time		3.5%
# Maze Words as % of Total Words	3.1%	---
Abandoned Utterances	2	0
ERRORS		
# % Utterances with Errors	2.0%	---
Number of Omissions	0	0
Number of Error Codes	2	0
<i># Calculations based on C&I Verbal Utts</i>		

fb_6179		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	140	0
# Analysis Set (C&I Verbal Utts)	133	0
All Words Including Mazes	789	0
Elapsed Time	(5:16)	5.27
INTELLIGIBILITY		
% Intelligible Utterances	98.6%	---
% Intelligible Words	99.7%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	5.53	---
# MLU in Morphemes	6.19	---
# Verbs/Utterance	1.17	---
# SI Composite Score	1.37	---
SEMANTICS		
# Number Total Words	736	0
# Number Different Words	232	0
# Type Token Ratio	0.32	---
# Moving-Average TTR (100)	0.64	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	772.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	149.81	---
Pauses Within Utterances	1	0
Pauses Between Utterances		3
Pause Time as % of Total Time		3.8%
# Maze Words as % of Total Words	2.5%	---
Abandoned Utterances	5	0
ERRORS		
# % Utterances with Errors	2.3%	---
Number of Omissions	4	0
Number of Error Codes	0	0
<i># Calculations based on C&I Verbal Utts</i>		

fb_6180		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	104	0
# Analysis Set (C&I Verbal Utts)	100	0
All Words Including Mazes	537	0
Elapsed Time	(3:11)	3.18
INTELLIGIBILITY		
% Intelligible Utterances	100%	---
% Intelligible Words	100%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	4.93	---
# MLU in Morphemes	5.53	---
# Verbs/Utterance	1.17	---
# SI Composite Score	1.41	---
SEMANTICS		
# Number Total Words	493	0
# Number Different Words	177	0
# Type Token Ratio	0.36	---
# Moving-Average TTR (100)	0.62	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	504.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	168.69	---
Pauses Within Utterances	0	0
Pauses Between Utterances		2
Pause Time as % of Total Time		2.1%
# Maze Words as % of Total Words	6.6%	---
Abandoned Utterances	3	0
ERRORS		
# % Utterances with Errors	1.0%	---
Number of Omissions	1	0
Number of Error Codes	1	0
<i># Calculations based on C&I Verbal Utts</i>		

fb_6181		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	209	0
# Analysis Set (C&I Verbal Utts)	199	0
All Words Including Mazes	1077	0
Elapsed Time	(6:40)	6.67
INTELLIGIBILITY		
% Intelligible Utterances	98.6%	---
% Intelligible Words	99.7%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	5.03	---
# MLU in Morphemes	5.49	---
# Verbs/Utterance	1.12	---
# SI Composite Score	1.21	---
SEMANTICS		
# Number Total Words	1001	0
# Number Different Words	265	0
# Type Token Ratio	0.26	---
# Moving-Average TTR (100)	0.62	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	1043.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	161.55	---
Pauses Within Utterances	0	0
Pauses Between Utterances		4
Pause Time as % of Total Time		2.2%
# Maze Words as % of Total Words	3.5%	---
Abandoned Utterances	7	0
ERRORS		
# % Utterances with Errors	3.0%	---
Number of Omissions	2	0
Number of Error Codes	6	0
<i># Calculations based on C&I Verbal Utts</i>		

fb_6287		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	114	0
# Analysis Set (C&I Verbal Utts)	110	0
All Words Including Mazes	861	0
Elapsed Time	(5:47)	5.78
INTELLIGIBILITY		
% Intelligible Utterances	98.2%	---
% Intelligible Words	99.8%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	7.20	---
# MLU in Morphemes	7.94	---
# Verbs/Utterance	1.61	---
# SI Composite Score	1.39	---
SEMANTICS		
# Number Total Words	792	0
# Number Different Words	221	0
# Type Token Ratio	0.28	---
# Moving-Average TTR (100)	0.55	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	831.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	148.88	---
Pauses Within Utterances	2	0
Pauses Between Utterances		5
Pause Time as % of Total Time		4.9%
# Maze Words as % of Total Words	4.6%	---
Abandoned Utterances	2	0
ERRORS		
# % Utterances with Errors	6.4%	---
Number of Omissions	6	0
Number of Error Codes	1	0
# Calculations based on C&I Verbal Utts		

fb_6288		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	113	0
# Analysis Set (C&I Verbal Utts)	96	0
All Words Including Mazes	650	0
Elapsed Time	(5:44)	5.73
INTELLIGIBILITY		
% Intelligible Utterances	88.5%	---
% Intelligible Words	97.8%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	5.05	---
# MLU in Morphemes	5.65	---
# Verbs/Utterance	1.16	---
# SI Composite Score	1.40	---
SEMANTICS		
# Number Total Words	485	0
# Number Different Words	186	0
# Type Token Ratio	0.38	---
# Moving-Average TTR (100)	0.62	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	600.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	113.37	---
Pauses Within Utterances	1	0
Pauses Between Utterances		23
Pause Time as % of Total Time		32.6%
# Maze Words as % of Total Words	9.3%	---
Abandoned Utterances	4	0
ERRORS		
# % Utterances with Errors	6.2%	---
Number of Omissions	3	0
Number of Error Codes	3	0
# Calculations based on C&I Verbal Utts		

fb_6289		
STANDARD MEASURES REPORT		
	Teacher	***
TRANSCRIPT LENGTH		
Total Utterances	83	0
# Analysis Set (C&I Verbal Utts)	80	0
All Words Including Mazes	606	0
Elapsed Time	(4:03)	4.05
INTELLIGIBILITY		
% Intelligible Utterances	97.6%	---
% Intelligible Words	99.7%	---
SYNTAX/MORPHOLOGY		
# MLU in Words	7.45	---
# MLU in Morphemes	8.52	---
# Verbs/Utterance	1.66	---
# SI Composite Score	1.59	---
SEMANTICS		
# Number Total Words	596	0
# Number Different Words	202	0
# Type Token Ratio	0.34	---
# Moving-Average TTR (100)	0.62	---
DISCOURSE		
% Responses to Questions	---	---
Mean Turn Length (words)	602.00	0.00
Utterances with Overlapping Speech	0	0
Interrupted Other Speaker	0	0
VERBAL FACILITY		
Words/Minute	149.63	---
Pauses Within Utterances	0	0
Pauses Between Utterances		4
Pause Time as % of Total Time		4.1%
# Maze Words as % of Total Words	0.8%	---
Abandoned Utterances	1	0
ERRORS		
# % Utterances with Errors	5.0%	---
Number of Omissions	0	0
Number of Error Codes	5	0
<i># Calculations based on C&I Verbal Utts</i>		

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